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ABSTRACT

The bibliography includes 369 works, printed or reprinted in 1975 and 1976, which have been or might be used in native language education, bilingual education, or English as a Second Language education for Native North Americans. In addition, 42 items published between 1964 and 1974 are incorporated in the listing. Only English language materials whose main purpose is language instruction and all available materials written wholly or partially in Indian or Eskimo languages are included. These encompass religious tracts, transcriptions of traditional texts, and reprints of earlier works. Entries are presented alphabetically under the native language group for which they were developed. Within each native language, materials are subdivided into bilingual material (both English and the native language); materials monolingual in the native language; materials monolingual in English; and materials of which the language composition is unknown because neither the materials nor an adequate description of them was available. The notation for each entry includes as much bibliographic information as was available from the work itself and from research; in many cases, the information is less complete than one might wish. Following the specific language section is a general language section containing materials not addressed to specific native language groups. Also included are a brief review of government supported Indian education programs and a listing of colleges teaching courses in American Indian languages. (NEC)

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BIBLIOGRAPHY OF LANGUAGE ARTS MATERIALS FOR NATIVE NORTH AMERICANS

Bilingual, English as a Second Language and Native Language Materials, 1975–1976 With Supplemental Entries for 1965–1974

G. Edward Evans and Karin Abbey

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AMERICAN INDIAN BIBLIOGRAPHIC SERIES, NO. 2

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Bilingual, English as a Second Language and Native Language Materials, 1975-1976

With Supplemental Entries for 1965-1974

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INTRODUCTION

Bilingual education--the use of two languages in classroom instruction--has become an important part of the American educational scene as cultural pluralism has come to be seen as a positive feature of American life. As a list of Native American language arts materials printed or reprinted in the year 1975 and 1976, this bibliography is intended as a measure of achievement in the continuing attempt to provide language arts materials for American Indian and Eskimo bilingual education in the United States and Canada. In 1978 we prepared, and the American Indian Studies Center published, a bibliography of over 900 bilingual materials for Native American students published between 1964 and 1974. As with any effort covering half a hemisphere and hundreds of sources, we missed a few items. Therefore we have included the 42 items we have located from that period in this bibliography. All such items are indicated by a prefix S, for example, S128. Only by knowing what has already been done can educators progress without duplication and reduplication of effort. To help avoid unnecessary duplication, we produced this list--the only such comprehensive listing for 1975 and 1976.

THE NEED FOR BILINGUAL EDUCATION AMONG NATIVE AMERICANS

The estimates of the number of American Indian and Eskimo children in the school age bracket (5-18 years of age) vary from 169,482 (Indian Education Resources Center 1975: 1) to 326,354 (U.S. Office of Education 1976: I,1). Even using the higher estimate, and remembering that these figures do not include Canada, one can see that Native Americans represent less than two percent of the total school population. Providing an equal and adequate education for these children, however, presents a problem disproportionate to their numbers. And this problem is reflected in the academic achievement of Native American students. While fifty percent of those who enter school finish high school, only seventeen percent attend college (as opposed to 38 percent of the population as a whole); and less than four percent of Native Americans who enter college receive degrees. Seventy percent of these children live in eight states--Alaska, Arizona, California, Montana, New Mexico, North Carolina, Oklahoma, and Washington; but the problem is national in scope--twenty-seven other states have 1,000 or more Indian students (Ibid.).

Perhaps more than any other ethnic group in North America, American Indians and Eskimos belong to cultures that differ radically from the dominant culture of the United States and Canada. Davis and Pyatskowit (1976: 14) illustrate graphically what happens when the Indian child enters school.

White values → conflict ← Indian values

+

White system of education → conflict ← Indian system of education

↓

equals

Poor performance by Indian child

Not the least of these conflicts is, in many cases, the problem of language. Wooden and Backer noted in their article, "The Right to Read" (1976: 1), reading assumes a commonality of ideas between the writer and the reader, but the non-English speaking Native American child finds in the traditional school a world that is alien in both meaningful concepts and in language.

To meet the needs of such children, three pieces of federal legislation have provided funds. Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) was intended to provide aid for the educationally deprived, and in 1966, it was amended to include some specific groups, among them the American Indian. Title VII of the same act, which was passed in 1968 (PL 90-247) is called the "Bilingual Education Act," since it is intended to meet the special needs of children whose ability to speak English is limited. The act has provided by far the most support for American Indian bilingual education. Finally, Title IV of the Education Amendments of 1972 (PL 92-318), called the Indian Education Act, was designed to meet the special needs of Indian school children (Spolsky 1974: 5-6).

A study made in 1975 to determine the bilingual needs of Indian students showed that there were, according to survey and estimate, 57,709 Native American children who had a need for bilingual education, these children being defined as those who speak limited English and come from a home where the native language is dominant. Of these 57,709 children, only 11,127 were involved in full or partial bilingual programs, leaving 42,454 unserved (Indian Education Resources Center 1975: 1-4). And this only accounts for children whose bilingual needs fit the definition above. In addition to aiding children who come to school with limited or no ability to speak and understand English, bilingual programs also serve children from Native American cultures whose language is losing ground or is nearly extinct. In these cases, instruction in the native language is an attempt to maintain and/or revitalize an important part of the native culture. Such efforts are increasing as tribal groups gain more control over the schools that seek to educate their children.

BILINGUAL PROJECTS

Bilingual education projects for Native Americans are located throughout North American from Alaska to Florida. However, we have found it almost impossible to locate firsthand information about individual projects. Of all the projects and individuals contacted in the course of gathering material for our bibliography, only one responded to the request for information about the projects themselves. Therefore, the following information has been gleaned from various sources, the most comprehensive of which is Bernard Spolsky's American Indian Bilingual Education (1974). Dr. Spolsky also notes in his introduction both the difficulty of gathering information and the fact that much of it is dated and/or word-of-mouth. With this limitation in mind, we present here a list of some of the Native American bilingual projects, and as complete descriptions as we could prepare from the available data. In general, these projects will be presented alphabetically by native language. However, because the educational activities for speakers of a variety of native languages in Alaska are closely intertwined, the state of Alaska is treated as a whole.

Alaska

Responsibilty for rural education in Alaska is divided among three agencies--the local districts, the Alaska State-Operated School System, and the federal government--generally through the Bureau of Indian Affairs--(Darnell 1974: 5). In 1972, the Alaska state legislature voted to provide bilingual education programs in any state-operated school with fifteen or more pupils whose native language was other than English. Four hundred thousand dollars was allocated for this purpose (Spolsky 1974: 14). The following analysis of Alaskan bilingual programs is from Spolsky (Spolsky 1974: 8-14).

The Alaska Native Language Center at the University of Alaska was established by state legislative action in 1972. It supplies basic linguistic support, material development, and teacher training for a variety of the native languages of Alaska.

The Atka Aleut Program was begun in 1973 and in 1974, employed two bilingual aides and involved eighteen students--the entire Aleutian population of Atka village is 2,000, 700 of whom speak Aleutian. The program is supported by the State General Fund.

Alaska State-Operated School System and Barrow are Innuit (Inupiaq) Eskimo language programs serving the 6,000 speakers of this language in Alaska. Fourteen programs in State-Operated Schools are supported by state funds, and one in the Bureau of Indian Affairs (BIA) school at Barrow is supported by Title IV money. Twenty-eight bilingual aides are involved in these programs.

Half of the speakers of native languages in Alaska and two-thirds of the children maintaining native language fluency are speakers of Central Yupik, and the Eskimo Language Workshop serves this population. They provide curricula materials and teacher and paraprofessional training for twenty-four schools, involving 900 children, mainly in grades K-3, but up to the eighth grade. Forty-five bilingual aides are employed. At four schools, there are complete oral programs in Central Yupik. In addition, there are five courses in Yupik at Kuskokwim Community College, where knowledge of the language is required for the A.A. degree. Classes in Yupik are also taught in Bethel High School. These programs are funded by state funds and by all three federal titles. The Eskimo Language Workshop is in the vanguard of Alaskan bilingual education. In addition, this workshop has developed materials for Innuit, Koyukon, Kutchin, Upper Kuskokwim, and Upper Tanana.

Koyukon is the Athabascan language of a population of 2,000 people, only 700 of whom still speak the language. It currently is being taught as a second language in the schools.

Kutchin, another Athabascan language, is spoken by 700 people. There are four bilingual programs for this population, one run by the B.I.A. and three run by the Alaska State-Operated Schools.

Minto is the language of an Athabascan population of 350, of whom 100 speak the language. There is one Title I program for this population.

Tanacross, another Athabaskan language, is spoken by the entire tribal population of 300. There are two Title I bilingual programs for this population.

Pacific Gulf Yupik or Sugcestun Aleut is a language spoken by about 1,000 Alaskans and served by three programs - two Title IV projects run by the Kenai Peninsula borough schools and one Alaska State-Operated Schools project.

Siberian Yupik is spoken by approximately 1,000 Alaskan Eskimos. Bilingual education for the population began in 1972 in two B.I.A.

schools. First grade in both schools and second grade in one are taught in the native language, with one hour a day of oral English. The programs are supported by Title IV funds.

Tanaina has 300 speakers and one bilingual progam.

Tlingit is a language spoken by only 2,000 of the 9,000 tribal members, and most speakers are older people. The three Tlingit bilingual programs are, therefore, revival efforts. They are elementary education programs that include teaching words and phrases and some reading.

Upper Kuskokwim is spoken by 100 people and has a single bilingual program supported both by Title I and the state of Alaska. A Summer Insistute of Linguistics (S.I.L.) linguist has aided in the development of this program.

Upper Tanana is spoken by 300 people. Two bilingual programs are involved with this population--one state supported, the other a B.I.A. project.

Cherokee

The Cherokee language, which had been viable in both written and oral form in the nineteenth century, fell into disuse in the twentieth century. In 1961, an attempt began to revive it. A Cherokee-language newsletter was printed and some earlier works were reprinted. In 1962, a grant made it possible to set the Cherokee syllabary in type once again. The Cherokee Bilingual Family School was established in Adau City, Oklahoma in 1968 with Office of Education support (Spolsky 1974: 15).

At the same time, Title VII funds became available, and surveys were taken of the bilingual education needs of Oklahoma school children. The greatest need was shown to be among the Cherokee, Choctaw, and Seminole on the eastern border of the state; and of these tribal groups, the Cherokee were the most numerous. Accordingly, the Cherokee Bilingual Education Center was established with a five year grant obtained in 1969 (Cherokee Bilingual Education Center

1975). The center was established by Northeastern State College at Tahlequah, Oklahoma, and works with four nearby schools. They have developed all their own Cherokee-language materials and teach English as a second language. In 1972, they got permission to teach some subjects in Cherokee, although Oklahoma law states that all instruction must be in English. (Spolsky 1974: 15-16).

Cheyenne

The Northern Cheyenne Bilingual Education Program is a joint project of Lame Deer Public School and St. Labre's Mission School for Indians. It was established in 1972 and involves 800 children, 200 of whom speak Cheyenne as their native language and 150 more who understand it. Daily language lessons are given in Cheyenne and a writing system has been developed (Ibid.: 16-17).

Choctaw

There are two bilingual programs for Choctaws. The Choctaw Bilingual Education Program began in 1970 with Title VII support. It operated in four elementary schools in McCurtain County, Oklahoma, with headquarters at Southeastern State College, Durant, Oklahoma. An orthography and written materials in Choctaw have been developed. The project has three main aims--1) to encourage the self-worth of the children, 2) to teach E.S.L., and 3) to encourage the recognition of individual differences (Spolsky 1974: 18).

BECOM, Bilingual Education for Choctaws of Mississippi, is a project located in Philadelphia, Mississippi, and dedicated to the goal of full literacy in both English and Choctaw. The alphabet used is a traditional one developed for Choctaw by missionaries one hundred and fifty years ago. Major instruction in grades K-3 is in Choctaw, with English introduced systematically as a second language. The project provides staff training for bilingual classroom aides and teachers, and it involves Choctaw community members in the development of materials, classroom instruction, and program planning (Choctaw Bilingual Program 1976: 7).

Cree

The Cree Bilingual Education Project is a part of the activities of Rocky Boy School, an Indian-controlled school that has been bilingual since its inception. Children in grades 1-3 are divided into three groups--Cree speakers, Cree listeners, and monolingual English speakers. All receive instruction in Cree, but Cree speakers get more of their curriculum in this language. None of the teachers (in school year 1973-1974) were Cree, but all had extensive training in Cree language and culture. The project has developed its own materials and benefits from a teacher training program at Northern Montana College (Spolsky 1974: 19).

In northern Manitoba, Canada, a pilot project is in operation in six schools, using the native languges of the students--Cree and Ojibwa. This five-year project was in its fourth year in 1975, with native language instruction for ages 4-8 and a gradual introduction to English. The goal is fluency in both languages. Most of the teachers are native speakers of the Indian languages, and 750 students are involved (Lyon 1975: 3).

Crow

The Crow Bilingual Education Program, which is federally funded, was established in 1971 in one of the larger public schools on the Crow reservation. While ninety percent of the children speak Crow, only the staff of the bilingual program is literate in the language. However, the orthography is fairly well established, and children are being taught beginning reading in Crow with English introduced orally (Spolsky 1974: 20-21).

Keresan

The Acomita Day School Title VII Bilingual/Bicultural Program was established in 1972 for the Acoma Keresan language community. The children are bilingual in English and Acoma when they enter school. An orthography has been agreed upon, and a dictionary, primer, folk stories, and songs all have been produced (Spolsky 1974: 22).

Lakota

The Lakota Bilingual Education Project is located at Loneman Day School in Oglala, South Dakota, and was established in 1971. It has been hampered by political tensions both in the community and with the B.I.A. (Spolsky 1974: 22).

Miccosukee

The Miccosukee Bilingual Education Project was established at the Miccosukee Day School in Ochopee, Florida, in 1972 under Title VII. The Miccosukee tribe is small (400) but isolated, and nearly all school children speak the tribal language. An orthography is being developed (Spolsky 1974: 23).

Navajo

The first modern experiments in Indian bilingual education took place on the Navajo reservation in Arizona--at Fort Defiance in 1965 and at Rough Rock Demonstration school, Chinle, in 1966 (Martin 1975: 6). And the Navaho population has continued to be served by a variety of bilingual projects.

When studies were made in 1969, there were 50,000 Navajos of school age. Most of them were in B.I.A. schools, and two-thirds of them came to school with less than enough English for first grade. At that time, the Navajo language was used by traders, churches, radio stations, and health workers--only the schools were rigidly monolingual in English (Spolsky 1975: 347-9).

Bureau of Indian Affairs bilingual programs operate at Sanostee Boarding School, Toadlena Boarding School, Cottonwood Day School, Greasewood Boarding School, and Pinon Boarding School. Kindergarten through second grade are taught by bilingual teachers or aides, using a bilingual curriculum developed by Muriel Saville in 1970 (Spolsky 1974: 27).

Title VII Money has been granted to establish teacher training at Sanostee and Toadlena and to fund the development of Navajo reading materials through the Navajo Reading Study at the University of

New Mexico. This project produced close to fifty books, all of them written in Navajo (not translated from English). There was an effort to make the books sturdy and attractive so that the written Navajo language would not have a second-rate status in the children's eyes. More recently the project has shifted its emphasis to on-site teacher training for Navajos (Spolsky 1975: 348-50).

At the Borrego Pass Community School, an Indian-run school, first and second grade are taught in Navajo, with English as a second language. Third grade is taught in English, with continuing instruction in Navajo reading and writing (Spolsky 1974: 27).

The Gallup-McKinley County public schools of New Mexico received a Title VII grant for bilingual education in Navajo in 1972. Twelve classes are involved, with a total of 300 Navajo children in grades K-2 at four schools (Ibid.: 26).

Rock Point Bilingual Education Project began in 1971. The project employs two teachers--one Navajo and one English speaking--who team teach the children. The school is locally controlled. (Ibid.).

Rough Rock Demonstration School's Bilingual Bicultural Project began in 1966 and now has Title VII funds. Teaching is in Navajo, with English as a second language. Programs include teacher training and the development of curriculum and materials (Ibid.: 25).

Two other public school systems have Navajo bilingual projects --the San Juan School District in Monticello, Utah, and the Tuba City Public Schools in Arizona. San Juan's project began in 1969 with Title VII funds. Films and filmstrips in Navajo have been developed. Tuba City's program began in 1971 and involves a single class and teacher, moving together from grade to grade (Ibid.: 28-29).

Papago

The Papago Bilingual Education Project was started in 1967 with local funds and received Title I funding in 1973. At first, the emphasis was on English as a second language, but with the receipt of Title I funds, this shifted to bilingual education. The aim now is to teach reading and writing in Papago first. Materials are being prepared by a native linguist. The project is located at Kerwo B.I.A. Day School (Spolsky 1974: 31).

Passamaquaddy

The *Wabnaki Bilingual Education Program* is located in one school in Calais, Maine. It began in 1971 and in 1974, involved 71 children in grades K-6. The emphasis is on the development of materials, but there is also a training program for bilingual aides (Ibid.: 31).

Salish

The *British Columbia Indian Language Project* has as its aim the preservation of all of the native languages of British Columbia, but it has concentrated so far on the Salish languages. The project is carried on by British Columbian Indians, assisted by linguist Randy Bouchard. Language teaching materials for schools have been developed (Martin 1975: 5).

Seminole

Seminole Bilingual Project is funded through Title VII and began in 1972 in six elementary schools in Seminole City, Oklahoma. Children come to school speaking poor English, but knowing Seminole only passively. One aim of the project is to revive the status of Seminole and to encourage children to use it. One bilingual certified teacher and aides are involved in a teacher training program at East Central State College. Seminole is taught for a set period each day, but the bulk of the instruction is in English. Materials are being developed, using a nineteenth-century orthography (Spolsky 1974: 32-35).

Tewa

The *San Juan Pueblo Tewa Bilingual Project* is a language revival program. It receives support from a Summer Institute of Linguistics linguist and native linguist trained by S.I.L. It involves adult literacy classes, a Title IV project at a B.I.A. school, and a Title I project at a public school. Both schools employ bilingual classroom aides and teach Tewa daily (Ibid.: 36).

Ute

SUN is a multilingual project that serves Spanish - Ute - and Navajo-speaking children in five school districts in the four corners area of New Mexico, Arizona, Utah, and Colorado. It is working with the Ute Mountain tribe to develop an orthography and produce a dictionary, booklets, and tapes. Funding is a combination of Title VII and local support (Ibid.: 37).

Zuni

The Gallup-McKinley County public schools, mentioned earlier under Navajo, also have a bilingual project at Zuni Elementary School (Ibid.: 38).

In addition to individual language projects, several organizations are interested in a range of native American languages.

Deganawida-Qetzal (D-Q) University was established at Davis, California, in 1970 and is devoted to the interests of American Indian and Chicano students. DQ University is establishing the National Center of Native American Language Education. Plans include an extensive survey of the present state of American Indian language projects, and developing teaching materials in native languages (Martin 1975: 5).

The province of Quebec has initiated a project for the "Amerindianization of the Schools," directed by Raymond Gagné, Minister of Indian Affairs. Plans include linguistic and pedagogical training for native speakers, so that they can become classroom teachers, and the integration of native languages and cultures into the curriculum wherever there are Amerindian students. If the native language is the dominant language in the children's homes, it will be the basic language of instruction, with English or French as a second language; otherwise, the native language will be taught as a second language (Ibid.: 7).

The Wisconsin Native American Languages Project was established in 1973 with a Title IV grant to the Great Lakes Center Tribal Council. Plans are to develop materials for teaching five languages --Winnebago, Potawatomi, Oneida, Chippewa, and Menominee - the first two of which are very viable, although no children speak any of these languages as a first language. Problems are caused by the fact that Indian students are scattered in public schools around the state (Spolsky 1974: 38).

COURSES IN AMERICAN INDIAN LANGUAGES

The Native languages of North America have long been taught in colleges and universities as part of academic linguistic programs. More recent, however, is the trend to accept American Indian languages to fulfill foreign language degree requirements. Examples of this trend are Eastern Montana College at Billings, which accepts Cree, Crow, or Northern Cheyenne; the University of Washington at Seattle, which accepts Puget Salish; the University of Utah, which accepts Navajo; and the University of Minnesota, which accepts Ojibwa or Dakota (Sioux) (Martin 1975: 4).

Most directly related to bilingual and native language education programs at the elementary and secondary school level are the courses in practical language learning of Amerindian languages. These are often taught at junior or community colleges near concentrations of Indians and are often directly tied to bilingual projects. Following is a list of such practical courses extracted from Jeanette Martin's survey (1975: 19-29):

United States

Alaska Methodist (Anchorage). Yupik, Tlingit.

Alaska (Fairbanks). Yupik, Yupik Literacy, Central Yupik, Inupiat, Inupiat Literacy, Alaskan Inupiat, St. Lawrence Yupik, Aleut, Tlingit, Northern Athapaskan.

Arizona (Tucson). Papago, Hopi.

Bacone College (Muskogee, Oklahoma). Creek.

Bemidji State College (Bemidji, Minnesota). Ojibwa--introductory, intermediate, advanced.

Black Hills State College (Spearfish, South Dakota). Lakota Grammar 1 and 2, Lakota Conversation 1 and 2, Lakota Public Speaking, Advanced Composition in Lakota.

Brigham Young (Provo, Utah). Navajo--beginning and advanced.

California (Berkeley). Sioux.

California (Los Angeles). Navajo.

Central Arizona College (Coolidge, Arizona). Pima-Papago.

Claremore Jr. College (Claremore, Oklahoma). Cherokee.

Colorado (Boulder). Introductory Lakota.

Dartmouth (Hanover, New Hampshire). Lakota.

East Central State College (Ada, Oklahoma). Oklahoma Seminole--all levels.

Eastern Washington State College (Cheney). Coeur d'Alene.

Elko Community College (Elko, Nevada). Shoshoni.

Fort Lewis College (Durango, Colorado). Navajo.

Fort Yates Community College (Fort Yates, North Dakota). Lakota.

Haskell Indian Jr. College (Lawrence, Kansas). Creek, Kiowa, Cherokee, Choctaw.

Humboldt State College (Arcata, California). Yurok, Hupa, Tolowa.

Lakota Higher Education Center (Pine Ridge, South Dakota). Lakota.

Mary College (Bismarck, North Dakota). Lakota.

Michigan (Ann Arbor). Ojibwa.

Minnesota (Duluth). Ojibwa.

Minnesota (Minneapolis). Beginning Ojibwa, Intermediate Ojibwa, Beginning Dakota, Intermediate Dakota.

Montana (Missoula, Montana). Northern Cheyenne.

Navajo Community College (Many Farms, Arizona). Navajo.

Nebraska (Lincoln). Lakota.

New Mexico (Albuquerque). Introductory, Intermediate, Written Navajo, Navajo Linguistics.

New Mexico (Gallup). Introductory Navajo, Navajo Reading and Writing.

New Mexico State (Farmington). Elementary Navajo.

SUNY (Buffalo). Introductory Seneca, Intermediate Seneca.

Northeastern State College (Tahlequah, Oklahoma). Elementary, Intermediate Cherokee.

Northern Arizona (Flagstaff). First and second year Navajo, Intermediate Navajo.

Northern Montana College (Havre). Cree.

Northern State College (Aberdeen, South Dakota). Lakota.

Pima Community College (Tucson). Pima-Papago.

San Diego State College. Diegueño, Lakota.

Sheldon Jackson College (Sitka, Alaska). Tlingit.

Sente Gleska (Rosebud, South Dakota). Lakota.

South Dakota University (Vermillion, South Dakota). Lakota.

Southeastern State College (Durant, Oklahoma). Choctaw.

Stanford University. Lakota.

University of Utah (Salt Lake City). Beginning Navajo.

University of Washington (Seattle). Puget Salish.

Wesleyan (Middletown, Connecticut). Cherokee, Navajo.

University of Wisconsin (Green Bay). Ojibwa.

University of Wisconsin (Stevens Point). Ojibwa.

Canada

Algoma College (Sault St. Marie, Ontario). Ojibwa.

University of British Columbia (Vancouver). Salish.

Brandon University (Brandon, Manitoba). Cree, Saulteaux, Sioux.

Confederation College (Kenora, Ontario). Ojibwa.

University of Calgary. Blackfoot, Sarcee.

Laurentian University (Sudbury, Ontario). Ojibwa.

Laval University (Quebec, Quebec). Eskimo, Montagnais.

Mt. Royal Junior College (Calgary). Blackfoot.

Memorial University (St. John's, Newfoundland). Eskimo I and II, Naskapi.

University of Montreal. Micmac.

University of New Brunswick (Fredericton). Malecite.

University of Ottawa. Cree.

University of Saskatchewan (Saskatoon). Introductory Cree, Introductory and Intermediate Eskimo.

University of Toronto. Introductory Mohawk.

BILINGUAL EDUCATION AND
REACTIONS TO BILINGUAL PROJECTS

It is impossible to describe bilingual education as a monolithic structure--each Native American community is different, the staff and aim of each project are different. Native American children may come to school monolingual in their tribal language, monolingual in English, bilingual, or speaking a dialect different from standard English. They may find a bilingual project in which the native language is an integral part of the curriculum or one in which the Indian element is an "undigested and uninfluential modification of the curriculum" (Spolsky 1974: 2). Fishman and Lovas developed four categories of bilingual education:
1) transitional--in which the mother tongue is used only until children are used to school and able to follow academic subjects in the second language; 2) monoliterate--in which oral teaching is done in both languages, but reading only in the second; 3) partial--in which literacy in the native language is only developed in certain subjects, which are generally related to the native culture; and 4) full--in which all skills in all domains are taught in both languages (Battiste 1975: 27).

In the American Institutes for Research study of ten bilingual projects, the projects were asked to rate their goals on the scale above. The five Native American projects involved rated themselves as follows:

Alaska State-Operated Schools 1-4 (depending on the particular school).
Northern Cheyenne Bilingual Education Project--3.
Project SUN (Ute-Navajo) 2-3.
Rock Point Bilingual Education Program (Navajo) 4.
Wabnaki Bilingual Education Program (Passamaquoddy) 2-3.

(Ibid.: 28).

Bilingual education programs face many problems. One is the reaction of that portion of the school system not involved in the bilingual project. The project may displace some non-bilingual teachers and/or make all non-bilingual teachers anxious for their jobs. Other reactions on the part of non-bilingual faculty are jealousy of the bilingual teachers, because the latter often have classroom aides and receive time off to attend conferences, classes, etc. (Battiste 1975: 22).

Negative reaction is also possible from the Native American community. Martin notes that there is some resistance to the idea of bilingual education from those "who have grown up believing that the English language--and consequently English-speaking teachers, are superior" (Martin 1975: 9). Many parents also object on the basis of fear that their children will not be able to succeed if they leave the reservation. And there is considerable objection from Native Americans to Native American teachers having full charge of a classroom (Ibid.).

Many of these objections are met in the course of a project's development, however; and an in-depth study of bilingual projects has shown that parents generally feel that their children are getting a good education, showing a greater interest in school, and bringing fewer academic problems home. Teachers have noted an increase in attendance, self-confidence, and achievement among their students. And parent and community involvement in education has increased (Battiste 1975: 58).

Native American bilingual projects face a particular problem because they are dealing with languages that have generally never been written. Thus the first step for most projects is to develop a serviceable orthography. (A few languages like Navajo, Cherokee, and Cree have established orthographies, but even with these there is debate, doubt, etc.) An orthography must be able to reflect accurately the morpho-phonology of a language while remaining simple enough to be readily comprehended by native speakers--linguistic notation is generally too complicated to serve this latter purpose. Even in this first step, project workers may run into opposition from speakers of the target language who distrust outsiders, fear misuse and abuse of their language, and regard writing as "not natural" (Battiste 1975: 40-42).

Once an orthography has been systematized, materials in the native language must be developed. For the most part, such materials are written and produced by members of the project staff. In fact, after salaries, materials development represents the largest chunk of a project's budget (Ibid.: 45). For some languages, materials from the Collier era of the B.I.A. are available; and children and teachers can together develop their own books--particularly older children writing for their younger colleagues (Modeano 1973: 13). Commercially produced materials are available for English as a Second Language components of bilingual programs, but these rarely reflect the cultural background or special linguistic problems of Native American children.

Finally, there is the possibility of using materials produced by other bilingual projects, and it is in large part toward this that the following bibliogrpahy is directed. While each Native American population is in some ways unique, many problems cross tribal barriers, so books and worksheets developed by and for one group can well serve as a basis for similar articles for a second population.

NATURE OF MATERIALS LISTED

The materials collected here are all those available to us that were developed for, or might be of use to, bilingual education projects, native language instruction, or English as a Second Language for Native Americans north of Mexico. Academic linguistic publications have been included only when their subject matter was broad enough (e.g. grammars, dictionaries) to make them of interest to the non-linguist, or when they contained sufficient native language vocabulary and/or text to make them of possible use in the development of native-language materials. English as a Second Language materials have been included only when developed specifically for Native Americans. In addition, only English-language materials produced for the purpose of language instruction are included.

In general, all materials written wholly or partially in Native American languages have been included. These encompass religious tracts, transcriptions of traditional texts, and reprints of earlier works. The broad scope here is justified by the scarcity of the material and its potential usefulness to bilingual projects. Only "printed" materials were included. This includes mimeographed and xeroxed materials as well as published items, but it does not include films, cassettes, or records.

METHODOLOGY

Materials were gathered for this bibliography in two ways --bibliographic searching and contact with field workers. For the bibliographic search, the data bases were:

a) The Education Index

b) Social Sciences Index

c) Dissertation Abstracts International

d) PAIS

e) Psychological Abstracts

f) Sociological Abstracts

g) Abstracts in Anthropology

h) Native American Newspapers and periodicals
in the American Indian Studies Center, UCLA

i) Unesco Linguistic Bibliography

j) MLA Linguistic Bibliography

k) Language and Language Behavior Abstracts

l) International Journal of American Linguistics

m) ERIC--through on-going SDI, until 1977, and manually thereafter.

Subject headings searched for were "Indians of North America," "Bilingualism, Bilingual Education," "Language," "Aleuts," "Eskimos," and "English as a Second Language." The card catalogs and relevant shelving areas in the Research Library, the Education/Psychology Library, and the library of the American Indian Studies Center, all of these located at the University of California, were also searched. The public card catalog at the Newberry library was searched and the curator of the Ayer collection was consulted as well.

For the field research, during an eighteen-month period beginning in June 1976, seventy-three projects and individuals involved in bilingual education for American Indians, Aleuts, and Eskimos were sent letters. The names were selected from various sources, oral and written, and one field researcher often recommended others to be contacted. Of the seventy-three contacted, thirty-six replied, many of them forwarding materials or information.

ORGANIZATION OF THE ENTRIES

Entries in the bibliography are presented under the native language group for which they were developed. These languages are presented alphabetically. Within each native language, there is further subdivision into: a) bilingual materials--not necessarily equally divided between the native language and English, but materials that contain some amount of both languages (this includes materials mainly in English with only a few words or sections in the native language, as well as materials mainly in the native language with instructions and notes in English sufficient to allow the non-native language speaker to use them); b) materials monolingual in the native language; c) materials monolingual in English; and d) materials of which the language composition is not known, because neither the materials nor an adequate description of them were available. The sequence of subdivisions within a language is shown below:

CHEROKEE

  CHEROKEE - BILINGUAL

  CHEROKEE - MONOLINGUAL, CHEROKEE

  CHEROKEE - MONOLINGUAL, ENGLISH

  CHEROKEE - NOT KNOWN

Within each of these subdivisions, entries are arranged alphabetically by author (where known), responsible corporate body, or title.

Where there was some disagreement in the materials over the name or spelling of a native language, we have used Herbert Landar's "The Tribes and Languages of North America: a Checklist," (1973) as the final authority.

In the interest of brevity, projects have been identified only by their name and the city in which they are located; however, full mailing addresses for bilingual projects cited appear in the Appendix. For journals with relatively limited circulation, imprint information has been included.

INDIVIDUAL ENTRIES AND ANNOTATION

The notation for each entry includes as much bibliographic information as was available from the work itself and from research. In many cases this information is less complete than one might wish, due either to the nature of the work or its unavailability to us. When works were unavailable - either because they were no longer in print, or because we did not have the funds with which to purchase them - the notation "Not available" follows the citation. When a secondary source provided information for annotation of an unavailable work, that source is cited within parentheses, following "Not available," - e.g., "Not available"--Nichols, p.2. For the sake of brevity, these secondary sources have been presented in abbreviated form. The full citation for these abbreviations follows:

1. Anishinaabe Giigidowin = Anishinaabe Giigidowin: A Bilingual newsletter for Ojibwe and Potawatomi Second Language Teachers. Wisconsin Native American Languages Project, University of Wisconsin.

2. CAIL Newsletter = Fidelholtz, ed. Conference of American Indian Languages Clearinghouse Newsletter. Center for Applied Linguistics, Arlington, Virginia.

3. Inuttituut = Inuttituut. Department of Indian and Northern Affairs, Canada.

4. Nichols = Nichols, J.D. Lakehead Native Studies Bibliography 2: The Cree and Ojibwe Languages in Northwestern Ontario. Lakehead, Ontario: Lakehead University Department of Education, 1976. Mimeograph.

Two additional notes sometimes appear at the end of a citation. The first cites Dissertation Abstracts International and gives the number assigned to the work in that publication. this citation was used only when the work being abstracted was not available. The second note cites ERIC (Education Resources Informtion Center) and was used only when the work in question was available soley through the ERIC files; many other cited works are undoubtedly available through ERIC, but time did not permit a cross check to ascertain what ERIC numbers had been assigned to them. If there is no cited secondary source but a work listed as "Not available" is annotated, the information for this annotation was obtained from the person or organization cited as responsible for the work.

Each annotation is divided into two parts--the prose description of the work, directly below the notation, and the abbreviated marking code in the "Content" and "Level" columns, in the right margin. It is hoped that this dual approach will satisfy the needs of both those who wish to skim rapidly through the bibliography for works of particular interest to them and those who wish to have some information about particular works. Abbreviations used in the "Content" column are:

voc - vocabulary, where a conscious effort to teach words and meanings is made

phon - phonology, where sound systems are discussed

pron - pronunciation, where emphasis is placed on oral use of language

gram - where there is a conscious teaching of language structure

desc - description and/or history of a language

lit - literature, including legends, traditional stories, and stories written for pedagogical purposes (literature is not used here as an achievement term)

script - where an alphabet or syllabary other than the Roman is used and explained

bibl - bibliography

theor - theory of language learning or teaching

meth - methodology of language teaching

Abbreviations used in the "Level" column are:

prim - primary level instruction, whether for children or adults
int - intermediate level of difficulty in reading
adv - advanced level in difficulty in reading
col - materials for users beyond secondary level of education
self - self-teaching materials

REFERENCES

BATTISTE, MARIE A., RICHARD A. BOND, AND BARBARA M. FAGAN

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CHEROKEE BILINGUAL EDUCATION CENTER

1975 To live in two worlds. Tahlequah, Oklahoma, Cherokee Bilingual Center.

CHOCTAW BILINGUAL PROGRAM

1976 Indian Education Resources Center Bulletin. Vol. 4, No. 5, p. 7.

DARNELL, FRANK, KATHRYN A. HECHT, AND JAMES M. ORVIK

1974 Prehigher education in the unorganized borough. Analysis and recommendations. Fairbanks, Alaska, Center for Northern Educational Research.

DAVIS, THOMAS, AND ALFRED PYATSKOWIT

1976 Bicognitive education: A new future for the Indian child. Journal of American Indian Education. Vol. 5, No. 3, p. 14-21.

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1975 Survey of bilingual education needs of Indian children. Research and evaluation report series No. 36. Albuquerque, New Mexico, Indian Education Resources Center.

LANDER, HERBERT

1973 The tribes and languages of North America: a checklist. Current Trends in Linguistics. 10: 1253-1441.

LYON, DEBBIE

1975 Native language program reviewed. Indian Record. Vol. 38, No. 5-6, p. 3.

MARTIN, JEANETTE P.

1975 A survey of the current study and teaching of North American Indian languages in the United States and Canada. CAL/ERIC/CLL series on languages and linguistics No. 17. Arlington, Virginia, Center for Applied Linguistics.

MITCHELL, MARJORIE, COMP.

1974 Native Indian studies and curriculum programmes: A descriptive mailing list. Victoria, British Columbia, Intercultural Curriculum Project Studies of Intercultural Education.

MODEANO, NANCY, WILLIAM L. LEAP, AND RUDOLPH C. TROIKE

1973 Recommendations for language policy in Indian education. Arlington, Virginia, Center for Applied Linguistics.

PIERCE, TONIETTA, COMP.

1976 Statistics concerning Indian education, fiscal year 1975. Washington, Bureau of Indian Affairs.

SPOLSKY, BERNARD

1974 American Indian bilingual education. Navajo Reading Study Progress Report, No. 24. Albuquerque, New Mexico, University of New Mexico.

1975 Linguistics in practice: the Navajo Reading Study. Theory into Practice, 14: 347-352.

U.S. OFFICE OF EDUCATION. OFFICE OF INDIAN EDUCATION

1976 The Indian Education Act of 1972. Report of progress for the third fiscal year.

WOODEN, SHARON LEE, AND JACQUELINE CURRAN BACKER

1976 The right to read. Journal of American Indian Education, Vol. 15, No. 2, p. 1-6.

BIBLIOGRAPHY

Content Level

AHTNA - BILINGUAL

1. Buck, M. Sagganigaay tuu baaghe nakezkaen (Raven sailed around the edge of the ocean). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 12 p. (Not available.)

   adv

2. Buck, M. and J. Kari. Ahtna noun dictionary. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 202 p. (Not available.)

   English to Ahtna dictionary, arranged by category, with Ahtna index. (Information taken from ANLC Catalog) — voc self

ALEUT - MONOLINGUAL, ALEUT

3. Alaska State-Operated School System. Alqutaz tutaltxin? (What do you hear?) Akutan, Eastern Aleut. Anchorage, Alaska: Alaska State-Operated School System, 1975, 34 p.

   Picture book about various sounds in a village of the Far North. Captions are in Aleut. — lit prim

4. __________. Alqutax ukuxtaltxin? (What can you see?) Akutan, Eastern Aleut. Anchorage, Alaska: Alaska State-Operated School System, 1975, 96 p.

   Series of short stories about various sights in a village of the Far North. Illustrated. — lit int

Content Level

ALEUT - MONOLINGUAL, ALEUT cont'd

5. Alaska State-Operated School System. Alqutax̂ umtaltxin? (What do you smell?) [Akutan, Eastern Aleut]. Anchorage, Alaska: Alaska State-Operated School System, 1975, 20 p.

Picture book about the sources of various odors in a village of the Far North. Captions are in Aleut. lit prim

6. ___________. Alqutax̂ umtaltxin? (What do you smell?) [Akutan, Eastern Aleut]. Anchorage, Alaska: Alaska State-Operated School System, 1975, 48 p.

Series of short stories about various odors in a village of the Far North. Illustrated. lit int

ALGONKIAN - BILINGUAL

7. Mitchell, Mary L., ed. A notebook for teachers of Algonkian languages (Experimental edition). Thunder Bay, Ontario: Native Language Office, 1975, 214 p. meth script col

Suggestions for teaching native language to Algonkian speakers grades K-8. Includes notes on general theory of language education, children's learning ability. Bulk of work consisted of model lesson plans, games, workbook exercises, songs, etc., to be used to further native language learning. Native languages used are Cree and Ojibwa, using Algonkian syllabary developed and in use in Canada.

ALLAKAKET - MONOLINGUAL, ALLAKAKET

	Content	Level
8. Alaska State-Operated School System. Ginee nihon tsuh kaadi eent'aa? (What do you eat?). Anchorage, Alaska: Alaska State-Operated School System, 1975, 33 p.		
Picture book showing various foods, both in their original form, and after they have been prepared and cooked. Captions are in Allakaket.	lit	prim
9. __________. Saan gaaga, ghonoya, yit took'aa yi't. Anchorage, Alaska: Alaska State-Operated School System, 1975, 29 p.		
Picture book about various birds, fish and animals of the Far North. Captions are in Allakaket.	lit	prim

APACHE - BILINGUAL

	Content	Level
10. Hoijer, Harry. History and customs of the Lipan, as told by Augustina Zuazua. Linguistics No.161 (October 1975), 5-37.		
Line by line presentation of the account of a speaker of this now dead Apache language. Since Lipan is closely related to Jicarilla, this text may be of use to those working with that tongue. Text is presented first in Lipan, then in English exact translation. Each sentence is numbered and broken by slashes into morphological units.	lit	self col

APACHE - BILINGUAL cont'd

	Content	Level
11. Pono, Filomena, Arnold Vicenti and Wilma Phone. Spanish words in the Jicarilla language. Loveland, Colorado: Center for In-Service Education, 1976, 13 p.		
A brief essay on linguistic borrowing, followed by an alphabetical list of Jicarilla words which originated in Spanish. Jicarilla and Spanish spelling are given, with the English definition.	voc desc	adv

APACHE - MONOLINGUAL, ENGLISH

	Content	Level
12. Dulce Elementary School, 3rd grade pupils. A flower would make me happy. Loveland, Colorado: Center for In-Service Education, 1976, 28 p.		
Series of sentences and drawings about things which make the authors happy.	lit	prim
13. Dulce Elementary School, 4th grade pupils. Career education. Loveland, Colorado: Center for In-Service Education, 1976, 28 p.		
Series of brief essays about the jobs the childrens' parents do. Many of these jobs are related to Jicarilla Tribal Organization or native crafts. Illustrated by the children.	lit	int
14. Dulce Elementary School, 3rd grade pupils. Little Beaver round-up. Loveland, Colorado: Center for In-Service Education, 1976, 34 p.		
Story and pictures about the annual rodeo held by the Jicarilla Apache people.	lit	prim

Content Level

APACHE - MONOLINGUAL, ENGLISH cont'd

15. Dulce High School Students. Then and now...and other poems. Loveland, Colorado: Center for In-Service Education, 1976, 25 p.

    Poetry written by the students of Dulce High School, many of them Apache. Some of the poems apply to the position and condition of the American Indian. lit int

16. Dulce Independent School District, 6th grade pupils. At grandmother's house... Loveland, Colorado: Center for In-Service Education, 1975, 31 p.

    Volume of poems, some about being an Indian, and cartoons illustrating English cliches. Written and illustrated by 6th grade Jicarilla Apache students. lit int

17. Dulce Independent School District, Special Services Class. Teepees, mountains, horses and ice fishing. Loveland, Colorado: Center for In-Service Education, 1976, 32 p.

    Poems and brief essays about life on the Jicarilla reservation. Illustrated by the students. lit int

18. Pesata, Lydia, Vernon Petago, Wilma Phone and Viola Warito. Animal stories. Loveland, Colorado: Center for In-Service Education, 1975, 34 p.

    Three moral tales about farm animals. Illustrated. lit prim int

APACHE - MONOLINGUAL, ENGLISH cont'd

	Content	Level
19. Pesata, Lydia, Vernon Petago, Wilma Phone and Viola Warito. How a chief chose his son-in-law and other stories. Loveland, Colorado: Center for In-Service Education, 1976, 12 p. Four Jicarilla Apache stories. Illustrated.	lit	int
20. __________. Killer-of-Enemies and the monsters. Loveland, Colorado: Center for In-Service Education, 1975, 32 p. Eight stories about the popular Jicarilla Apache culture hero, Killer-of-Enemies. Illustrated.	lit	int
21. __________. More Coyote tales. Loveland, Colorado: Center for In-Service Education, 1975, 19 p. Five Jicarilla Apache legends of the escapades of Coyote. Illustrated.	lit	int
22. Pesata, Lydia and Filomena P. Pono. Tanning deer or elk hide. Loveland, Colorado: Center for In-Service Education, 1976, 18 p. Step by step description of the process of tanning and the equipment needed. Illustrated.	lit	int
23. Pesata, Lydia and Arnold Vicenti. Edited by Filomena Pono. Making moccasins. Loveland, Colorado: Center for In-Service Education, 1976, 10 p. Step by step instructions for making Apache style moccasins. Illustrated.	lit	int

Content Level

APACHE - MONOLINGUAL, ENGLISH cont'd

24. Phone, Wilma and Arnold Vicenti. Adapted by Filomena Pono. Antelope and Frog. Loveland, Colorado: Center for In-Service Education, 1976, 9 p.

Jicarilla Apache story about how the frogs tricked the antelope. lit int

25. Phone, Wilma, Arnold Vicenti and Buster Vicenti. How Coyote burned his children. Loveland, Colorado: Center for In-Service Education, 1976, 9 p.

Jicarilla Apache legend about how a doe tricked Coyote. lit int

26. __________. Adapted by Filomeno Pono. Three Coyote tales. Loveland, Colorado: Center for In-Service Education, 1975, 42 p.

Three Jicarilla Apache Coyote legends. Illustrated. lit int

27. Phone, Wilma and Buster Vicenti. Adapted by Filomena P. Pono. Coyote and the medicine man. Loveland, Colorado: Center for In-Service Education, 1976, 7 p.

Jicarilla Apache legend about Coyote's being undone by his greed. Illustrated. lit int

28. __________. Adapted by Filomena P. Pono. How Coyote helped his people. Loveland, Colorado: Center for In-Service Education, 1976, 13 p.

Jicarilla Apache legend about how Coyote brought fire to the people. Illustrated. lit int

APACHE - MONOLINGUAL, ENGLISH cont'd

	Entry	Content	Level
29.	Pono, Filomena P., ed. and comp. Jicarilla Apache recipes. Loveland, Colorado: Center for In-Service Education, 1975, 40 p.		
	Collection of thirty-four Jicarilla recipes for main dishes, breads and drinks. Illustrated.	lit	int
30.	Pono, Filomena P. Kéesda, a coming-out feast. Loveland, Colorado: Center for In-Service Education, 1976, 45 p.		
	Detailed description of the Jicarilla Apache ceremony to celebrate a girl's coming of age.	lit	int
31.	Ruiz, Lourdes. Edited by Filomena Pono. Biographical sketches. Loveland, Colorado: Center for In-Service Education, 1975, 42 p.		
	Eight biographical sketches of Jicarilla Apache and Spanish-American residents of Dulce, New Mexico. Sketches are preceded by suggestions for classroom activities and each is followed by a list of vocabulary from the essay.	lit voc	int
32.	Vicenti, Buster. Adapted by Filomena Pono. Jicarilla Apache legends. Loveland, Colorado: Center for In-Service Education, 1975, 13 p.		
	Five Apache legends about creation. Illustrated.	lit	int
33.	__________. Recollections. Loveland, Colorado: Center for In-Service Education, 1975, 32 p.		
	Memories of people, places and activities in and around the Jicarilla Apache reservation.	lit	int

	Content	Level
APACHE - MONOLINGUAL, ENGLISH cont'd		
34. Vigil, Valda, Jicarilla tribal leaders. Edited by Filomena Pono. Loveland, Colorado: Center for In-Service Education, 1976, 12 p.		
Discussion of the qualities necessary to a chief, his means of obtaining his position, chiefs of the past and the present.	lit	int
ARIKARA - BILINGUAL		
35. Parks, Douglas R. and James Beltran. Arikara teacher's guide, elementary level, 1st semester. Bismark, North Dakota: Mary College Title III Linguistic Program, 1975, 72 p.		
Introduction to oral Arikara for elementary grades 1-6. Contains 75 lessons in vocabulary and sentence use.	voc meth gram	prim
36. Parks, Douglas R. and Janet Beltran. Arikara student text, secondary level, 1st semester. Bismark, North Dakota: Mary College Title III Linguistics Program, 1976, 56 p.		
Workbook for Units 10-14 of Arikara Teacher's Guide, secondary level. Also contains English-Arikara, Arikara-English word lists.	voc gram	prim int

ARIKARA - BILINGUAL cont'd

37. Parks, Douglas R. and Janet Beltran. Arikara teacher's guide, secondary level, 1st semester. Bismark, North Dakota: Mary College Title III Linguistics Program, 1976, 224 p.

	Content	Level
Series of 15 units in elementary Arikara for high school students. Units 1-9 are oral only; writing in Arikara is introduced in Unit 10. Final reference section contains English-Arikara/Arikara-English word lists, sound chart, and verb patterns.	voc gram meth	self col

ARIKARA - NOT KNOWN

38. Merlan, Francesca Cordelia. Noun-verb relationships in Arikara syntax. Ph.D. dissertation, University of New Mexico. 1975, 273 p. (Not Available--Dissertation Abstracts International #75-281686.)

	Content	Level
Partial linguistic description of Arikara with particular emphasis on relationship of nouns to verbs. Brief sketch of phonology also given. (Taken from abstract of dissertation)	gram phon	col

BELLA COOLA - BILINGUAL

39. Saunders, Ross and Philip W. Davis. Bella Coola lexical suffixes. Anthropological Linguistics, XVII No. 4 (1975), 154-184.

	Content	Level
This is essentially a list of anatomically related lexical suffixes, with numerous examples of their use in Bella Coola with English translation. May be of use in vocabulary building.	gram voc	self

	Content	Level
BELLA COOLA - BILINGUAL cont'd		
40. Saunders, Ross and Philip W. Davis. Bella Coola referential suffixes. International Journal of American Linguistics, Vol. XLI No. 4 (1975), 355-368.		
Further discussion of Bella Coola suffixes. Appendix B is a list of anatomical suffixes. Article includes numerous examples. Linguistically oriented.	gram	col
41. ___________. The internal syntax of lexical suffixes in Bella Coola. International Journal of American Linguistics, Vol. XLI No. 2 (1975), 106-113.		
An addition to the coverage of Bella Coola affixes. This article has several examples of Bella Coola usage, but is linguistically oriented and highly technical.	gram	col
BILOXI - NOT KNOWN		
42. Einavdi, Paula F. A grammar of Biloxi. New York: Garland Publishing, 1976, 197 p. (Not available.)		
CAYUGA - See IROQUOIS		
CHEROKEE - BILINGUAL		
43. Cherokee Nation News. Tahlequah, Oklahoma: Cherokee Nation of Oklahoma. Weekly publication, here covered 1975-1976.		
Contains occasional articles in Cherokee, but majority of newspaper is in English.	lit	self adv

CHEROKEE - BILINGUAL cont'd

	Content	Level
44. Feeling, Durbin. Cherokee-English Dictionary. Tahlequah, Oklahoma: Cherokee Nation of Oklahoma, 1975, 355 p. Major portion of work is a Cherokee-English dictionary, the Cherokee words and affixes presented alphabetically in Roman letters. Cherokee syllabary version and English translation follow. Each entry also presents a word used in a sentence--the sentence given in English, Cherokee syllabary and Cherokee Roman letters. English-Cherokee section gives simply the English word with its Cherokee equivalent in both syllabary and Roman letters. Introduction contains a brief description of the Cherokee language and its speakers and a rather lengthy pronunciation guide. A hundred and twenty page outline of Cherokee grammar concludes the work. A pull-out chart of the Cherokee syllabary is enclosed.	voc gram pron	self
45. Holmes, Ruth Bradley and Betty Sharp Smith. Beginning Cherokee. Norman, Oklahoma: University of Oklahoma Press, 1976, 332 p. Series of twenty-seven well-organized lessons in Cherokee for the non-speaker. Each lesson is accompanied by exercises. Appendices at the back of the book include Cherokee-English and English-Cherokee vocabulary lists, verb classifications, lists of plants and animals. Introduction describes the Cherokee language and development of the Cherokee syllabary, which is used throughout.	voc gram	elem self

CHEROKEE - BILINGUAL cont'd

46. King, Duane Harold. A grammar and dictionary of the Cherokee language. Ph.D. dissertation, University of Georgia. 1975, 294 p. (Not available--Dissertation Abstracts International #76-13,965).

	Content	Level
Traditional grammatical description of Cherokee, followed by Cherokee-English and English-Cherokee dictionary of 4000 entries. (Taken from abstract of dissertation)	gram voc	self col

CHEYENNE -BILINGUAL

47. Whiteman, Henri. Cheyenne language lessons I-VI. Missoula, Montana: Native American Studies, University of Montana, 1975, 6 p.

	Content	Level
Brief series of lessons, originally used as part of course entitled "Indian culture as expressed through language." Lessons consist of vocabulary list followed by list of sentences using vocabulary words. English translations provided and sentences increase in length with succeeding lessons.	voc gram	prim self

CHOCTAW - BILINGUAL

48. Choctaw Community News. Philadelphia, Mississippi. Monthly. Issues examined covered 1975-1976.

Occasional articles in Choctaw, although majority of newspaper is in English.

	Content	Level
CHOCTAW - BILINGUAL cont'd		
S49. Nicklas, Thurston Dale. The elements of Choctaw, Ph.D. Dissertation, University of Michigan. 1974, 273 p. (Not Available - Dissertation Abstracts International #75-767).		
Linguistic discussion of the Choctaw language with emphasis on phonological and grammatical structure. (Taken from abstract of dissertation)	phon gram desc	col self
50. Todd, Terry Lynn. Clause versus sentence in Choctaw. Linguistics No. 161 (October 1, 1975), 39-68.		
Linguistic description of Choctaw syntax, particularly the functors involved in generating clauses and sentences. Text is liberally studded with examples of Choctaw clauses and sentences.	synt	col
COCOPA - BILINGUAL		
S51. Crawford, James M. Jr. The Cocopa language. Ph.D. Dissertation, University of California, Berkeley. 1966, 263 p. (Not available - Dissertation Abstracts #67-5037).		
A phonological and grammatical description of this Yuman language of Southwest Arizona. A short Cocopa text is given and analyzed. (Taken from abstract of dissertation)	gram phon lit	col self

		Content	Level
COEUR d'ALENE - BILINGUAL			
52.	Nicodemus, Lawrence. Snchitsu'umshtsn --The Coeur d'Alene language. Plummer, Idaho: Coeur d'Alene Tribe, 1975, 140 p.		
	A series of twenty lessons in spoken Coeur d'Alene. Each lesson presents new vocabulary, with illustrations, and dialog using the new words. Arrangement is very similar to first year foreign language texts for American public schools. A Coeur d'Alene -English, English-Coeur d'Alene glossary concludes the book. A six cassette audio accompaniment is available from the publishers.	voc pron	prim self
CREE - BILINGUAL			
53.	Catherine, Sr. Ininimowin wasinaikewin/ᐄᓂᓂᒧᐧᐃᐣ .ᐊᓯᓇᐃᑫᐧᐃᐣ.* Toronto: Department of Indian Affairs and Northern Development, 1975. (Not available--Nichols, p.3.)		
	An "alphabet" book for syllabics. (Information from Nichols)	voc	prim
54.	Catherine, Sr. Esi pimatisiyak kiwetinok/ᐁᓯ ᐱᒪᑎᓯᔭᒃ ᑭᐧᐁᑎᓄᒃ .* Toronto: Department of Indian Affairs and Northern Development, 1975. (Not Available--Nichols, p.3.)		
	"How we live up North," a book of northern experiences in syllabics. English text is in the back of the book. (Information from Nichols)		

*Titles marked with a star were transliterated by Karin L. Abbey.

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CREE - BILINGUAL cont'd

	Content	Level
S55. Centennial College students. Indian legends of Eastern Canada. Department of Indian Affairs and Northern Development, Toronto, 1969. (Not Available - Nichols, p. 4).		
Twenty stories from the native people of Eastern Canada told in English with Cree translation by Xavier Sutherland and Ojibwe translation by Rev. Canon G.T. Kaye and others. (Information from Nichols)	lit	
56. Mackenzie, Marguerite, ed. Kawitamakemakak masinaikan/ ᑲᐧᐃᑕᒪᑫᒪᑲᒃ ᒪᓯᓇᐃᑲᐣ.* Big Trout Lake, Ontario: By the Author, 1975. (Not available--Nichols, p.4.)		
A basic Cree-English word list in syllabics prepared as a class project at a workshop at Big Trout Lake, summer 1975. (Information from Nichols)	voc	prim
57. Metatawabin, Bertha. Eitatanokatit cicipistiwkan/ᐁᐃᑕᑕᓄᑲᑎᐟ ᒋᒋᐱᐢᑎᐧᑲᐣ .* Toronto: Department of Indian Affairs and Northern Development, Education Division, 1976. (Not available--Nichols, p.4.)		
Story of White Feather's head and Wesakaychak told in syllabics with a summary in English at the back of the book. Illustrated. (Information from Nichols)	lit	
58. The Saskatchewan Indian. Prince Albert, Saskatchewan. Bi-monthly publication, here covered 1975-6.		
This newspaper contains occasional articles in Cree.	lit	self

Content Level

CREE - BILINGUAL cont'd

S59. Turner, Daisy. Moose Factory Cree. Highway Book Shop, Cobalt, Ontario. 1974. (Not Available - Nichols, p. 4).

An English-Moose Cree wordlist in both syllabics and roman letters. Prepared for use in Moose Factory schools. (Information from Nichols) voc self

CREE - MONOLINGUAL, ENGLISH

60. Nichols, J.D. Lakehead native studies bibliography 2: the Cree and Ojibwe languages in northwestern Ontario. Lakehead, Ontario: Lakehead University Department of Education, 1976, mimeograph, 7 p.

Brief bibliography of "linguistic and pedagogical" literature on Cree and Ojibwa. Excludes earlier manuscripts, word lists and religious literature. bibl self

CREE - NOT KNOWN

S61. Catherine, Sr. Ayamitata inanamowin*/ ᐁᔭᒥᑕᑕᐃᓇᓇᒧᐎᐣ Department of Indian Affairs and Northern Development, Education Division, Toronto. 1974. (Not Available - Nichols, p. 3).

A reader in syllabics for elementary school children. Illustrated. (Information from Nichols) lit prim

51

CREE - NOT KNOWN cont'd

S62. Northern Canada Evangelical Mission. Moose Cree songbook 1973. Northern Canada Evangelical Mission, Prince Albert, Saskatchewan. 1973. (Not Available - Nichols, p. 4).

Hymnal with the Cree text in both syllabics and roman letters. (Information from Nichols) lit

DELAWARE - BILINGUAL

63. Miller, Jay. Delaware alternative classifications. Anthropological Linguistics, XVII No.9 (December 1975), 434-444.

A lexicon of Delaware taxa with sub-categories. English translation and discussion of distinctions drawn are provided. voc self

DIEGUENO - BILINGUAL

64. Gorbet, Larry Paul. A grammar of Diegueño nominals. Garland Studies in American Indian Linguistics. New York: Garland Publishing Inc., 1976, 237 p.

First chapter of this work is a grammatical sketch of Diegueño, a Yuman language of Southern California and Baja California. Majority of work is linguistic discussion of use of nouns and nominal constructions. gram col
self

Content Level

FOX - BILINGUAL

65. Jones, William. Fox texts. New York: AMS Press, [1975], 383 p. (Reprint of American Ethnological Society, Leyden, 1907, Vol.I.)

	Content	Level
Sixty texts are presented here. They are grouped in six categories--Historical Tales, Miscellaneous Myths and Legends, Parables, Stories of Fasting, Visions and Dreams, Stories of the Culture-Hero, and Prayers. Texts are presented in Fox with free English translation on the facing page. Introduction discusses the Fox attitude toward their oral tradition and gives the alphabet used in transcribing their language.	lit	self

GITSKAN - BILINGUAL

66. Rigsby, Bruce. Nass-Gitskan: An analytic ergative syntax. International Journal of American Linguistics, Vol.XLI No.4 (October 1975), 345-354.

	Content	Level
Discussion of the Nass dialect of the Gitskan language of British Columbia. Addressed to linguists but understandable by laymen. Numerous examples of Gitskan words, phrases and sentences.	gram	col

See also TSIMSHIAN.

HAIDA - BILINGUAL

	Content	Level
67. Swanton, John Ried. Haida songs. In Haida songs and Tsimshian texts, J.R. Swanton and F. Boas, eds., Vol.III. New York: AMS Press, ca. 1975, 61 p. (Reprint of American Ethnological Society, Leyden, 1912.) Presents 106 songs, divided into Cradle, Mourning and Miscellaneous song categories. Songs are presented first in Haida with exact interlineal English translation, then in free English translation. No musical notation. Introduction provides table of alphabet used.	lit	self
S68. Swanton, John R. Haida texts and myths; Skidegate dialect. Johnson Reprints, New York. 1970, 448 p. (Reprint of U.S. Bureau of American Ethnology Bulletin 29, 1905). Two stories are presented in Haida with both literal interlineal English translation and free English translation. These are followed by twelve Haida tales with only free English translations presented on facing page. The final fifty-eight stories are presented in English only. Stories were collected from various informants on the Queen Charlotte Islands in 1900-1901. Introduction explains alphabet used for Haida transcription.	lit	self

Content Level

HAVASUPAI - BILINGUAL

69. Kozlowski, Edwin. Remarks on Havasupai phonology. International Journal of American Linguistics, Vol.XLII (1976), 140-149.

Presents a table of distinctive phonemes of this Yuman language, and discusses the use and occurence of each phoneme. Numerous Havasupai examples appear in the text. Linguistically oriented, but the nonlinguist can use the material. phon col

HUPA - BILINGUAL

S70. Golla, Victor K. Hupa grammar. Ph.D. Dissertation, University of California, Berkeley. 1970. 325 p. (Not Available - Dissertation Abstracts International #71-15,773)

Descriptive grammar of this California Athabaskan language, based on field work and Sapir's notes from 1927. Phonology, morphology and grammar are discussed. (Taken from abstract of dissertation) phon gram col self

INDIANS OF SUBARCTIC - MONOLINGUAL, ENGLISH

71. Athabaskan Summer Workshop. Taking care of your body. Anchorage, Alaska: Alaska State-Operated School System, 1975, 29 p.

Classroom dialog about proper health habits. Illustrated. lit prim

Content Level

INDIANS OF SUBARCTIC - MONOLINGUAL, ENGLISH cont'd

72. Pulu, Tupou L. and Mary L. Pope. Tom is sick. Anchorage, Alaska: Alaska State-Operated School System, 1975, 31 p.

Story about a visit to the village health aide, and a physical exam. Illustrated. lit prim

INNUIT - BILINGUAL

73. Barrow School. Akłaq miŋuaqtuğiağman makpiğaaliat tugliŋich (Brown Bear goes to school--2nd ed.). Barrow, Alaska: North Slope Borough School District, 1976, 20 p. (Not available.)

74. __________. Amaqqum aġnaat (The Wolf's bride). Barrow, Alaska: North Slope Borough School District, 1976, 35 p. (Not available.)

75. __________. Anayanaqtuaq aŋuniaġniq sikumi (Hunting in dangerous ice conditions). Barrow, Alaska: Barrow School Inupiat Program, 1975, 11p. (Not available.)

int

76. __________. Annuġaaqtuaksrat ilisaurrim maqpiğaaŋi (Clothes to put on--teacher's edition). Barrow, Alaska: North Slope Borough School District, 1976, 17 p. (Not available.)

77. __________. Annuġarriuġniq tuttut amiŋiññiñ (Making clothing from caribou skins). Barrow, Alaska: Barrow School Inupiat Program, 1975, 57 p. (Not available.)

adv

Content Level

INNUIT - BILINGUAL cont'd

78. Barrow School. Aŋullu tulugağlu (The man and the raven). Barrow, Alaska: Barrow School Inupiat Program, 1975, 7 p. (Not available.)

int

79. __________. Aŋun aŋuniaqtuaq tağiumi iḷisaurrim maqpigaaŋi (A man goes hunting--teacher's edition). Barrow, Alaska: North Slope Borough School District, 1976, 7 p. (Not available.)

80. __________. Atuqtuaq kanayuq (The singing sculpin). Barrow, Alaska: Barrow School Inupiat Program, 1975, 5 p. (Not available.)

int

81. __________. Iktaq (The castaway). Barrow, Alaska: Barrow School Inupiat Program, 1975, 22 p. (Not available.)

adv

82. __________. Iliappaχuk (The orphan boy). Barrow, Alaska: Barrow School Inupiat Program, 1975, 8 p. (Not available.)

adv

83. __________. Iliappaχuum quyyasiutaa (The orphan's gratitude). Barrow, Alaska: Barrow School Inupiat Program, 1975, 21 p. (Not available.)

adv

84. __________. Ilisaurrim maqpiġaaŋiallaŋŋuqtat maqpiġaat (Teacher's guide for Iñupiat workbooks I and II). Barrow, Alaska: North Slope Borough School District, 1975, 42 p. (Not available.)

Content Level

INNUIT - BILINGUAL cont'd

85. Barrow School. Ilisaurrim maqpiġaaŋi Iñupiat iñuuñiaġusiat taimaniḷu paŋmapaglu (How Eskimos live long ago and today--teacher's book). Barrow, Alaska: North Slope Borough School District, 1975, 22 p. (Not available.)

86. __________. Iñupiat savaaŋich I (Things Eskimos make--Book I). Barrow, Alaska: North Slope Borough School District, 1976, 10 p. (Not available.)

87. __________. Iñupiat savaaŋich maqpiġaat I--iḷisaurrim maqpiġaaŋi (Things Eskimos make--Book I, Teacher's ed.). Barrow, Alaska: North Slope Borough School District, 1976, 20 p. (Not available.)

88. __________. Iñupiat savaaŋich--maqpiġaat II (Things Eskimos make--Book II). Barrow, Alaska: North Slope Borough School District, 1976, 10 p. (Not available.)

89. __________. Iñupiat savaapich--maqpiġaat II--Iḷisaurrim maqpiġaaŋi (Things Eskimos make Book II, teacher's edition). Barrow, Alaska: North Slope Borough School District, 1976, 23 p. (Not available.)

90. __________. Kullaq. Barrow, Alaska: Barrow School Inupiat Program, 1975, 10 p. (Not available.)

int

91. __________. Nalliannik atuġnayapich? Iḷisaurrim maqpiġaaŋi (Which would you use?--Teacher's edition). Barrow, Alaska: North Slope Borough School District, 1976, 34 p. (Not available.)

Content Level

INNUIT - BILINGUAL cont'd

92. Barrow School. Nannum malikataġmagaik malġuk iññuk (Polar bear chasing two men). Barrow, Alaska: North Slope Borough School District, 1976, 18 p. (Not available.)

93. __________. Nasutleut (Nasuk's family). Barrow, Alaska: North Slope Borough School District, 1976, 11 p. (Not available.)

94. __________. Siksriglu ukpiglu (The squirrel and the owl). Barrow, Alaska: Barrow School Inupiat Program, 1975, 8 p. (Not available.)

int

95. __________. Sikumi unani aŋuniaġniq nannugmallu piñasunik Nageak (Hunting on sea ice--Negeah catches 3 polar bears). Barrow, Alaska: North Slope Borough School District, 1976, 17 p. (Not available.)

96. __________. Suusuk suġuqatiqaġman piŋasunik nannunik (Suusuk and the three polar bears). Barrow, Alaska: North Slope Borough School District, 1976, 21 p. (Not available.)

97. __________. Taimani igligutit (Transportation). Barrow, Alaska: North Slope Borough School District, 1976, 22 p. (Not available.)

98. __________. Tauqsiġñiaġviqqaat utqiaġvigmi (The first stores in Barrow). Barrow, Alaska: Barrow School Inupiat Program, 1975, 19 p. (Not available.)

Content Level

INNUIT - BILINGUAL cont'd

99. __________. Uisaq immiññiguqtuaq ("Boogie Man" hanging around the village). Barrow, Alaska: North Slope Borough School District, 1976, 33 p. (Not available.)

100. __________. Uisauruaq taġiuimi (Adrift on the ice). Barrow, Alaska: North Slope Borough School District, 1976, 35 p. (Not available.)

101. __________. Upingaksrami aŋuniaġniq (Hunting in springtime). Barrow, Alaska: North Slope Borough School District, 1976, 9 p. (Not available.)

102. Brown, E.I. Silam irrusia [Seward Peninsular dialect]. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 21 p. (Not available.)

103. Canada, Department of Indian and Northern Affairs. Inuttituut. Ottawa, Ontario: Department of Indian and Northern Affairs. Quarterly. Issued covered Winter 1975, Winter, Spring, Summer 1976.

A magazine containing a variety of articles on subjects pertinent to inhabitants of the Canadian north. Articles are presented in as many as four language forms--English, French, Innuit syllabics, and Innuit Roman letters. Various articles are indexed separately. Illustrated with drawings and photographs.

lit adv self

INNUIT - BILINGUAL cont'd

104. Canada--Division du bien-être. Projet d'Orthographe uniforme a l'intention des Esquimaux du Canada. Ottawa, Ontario: Ministry of Northern Canada and National Resources, [ca. 1975], 81 p.

This publication is bilingual in Innuit and French. First section contains three original stories in Innuit. Second section contains three translations of the story, "Saugalik, who is thought to be immortal"--all are in the proposed uniform orthography. Appendices include arguments, in French, for the uniform orthography, tables of phonemes, and a twenty page glossary of Innuit words defined in English and French; arrangement is alphabetical by Innuit word.

script self
lit
voc

105. The Interpreter. Yellowknife, N.W.T.: Information Department, Northwest Territories Government, summer 1976. (Not available--Inuttituut.)

Newspaper published bi-monthly in English and Innuit syllabic. (Information from correspondence)

106. Innuit today. Ottawa, Ontario: Innuit Taprisat of Canada, 1975-1976. (Not available--Inuttituut.)

A monthly magazine published in English and syllabics. (Information from correspondence)

107. Inukshuk. Frobisher Bay, Northwest Territories, summer 1976. (Not available.)

Newspaper published weekly in English and Innuit syllabics. (Information from correspondence)

Content Level

INNUIT - BILINGUAL cont'd

108. Jackson, E. Tulugaġłu agnauraġlu (The raven and the girl) [Kobuk dialect]. Fairbanks, Alaska: Alaska Native Language Center/ CNER, 1975, 21 p. (Not available.)

109. Jackson, J. and E. Jackson. Sisamat Aŋŋutit Unipchaat kuuvaŋmin (Kobuk animal stories) [Kobuk dialect]. Fairbanks, Alaska: Alaska Native Language Center/ CNER, 1976, 12 p. (Not available.)

110. Kaveolook, Harold. Uqapiaġniŋmun iḷisaġviiñ maqpiġaat mikiraunun sut suliuġuuŋaravut (Things we used to make--Teacher's manual) [Barrow dialect]. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975. (Not available.)

111. __________. Uqapiaġniŋmun iḷisaġviiñ maqpiġaat mikiraunun sut sulivġuuŋaravut (Things we used to make--Workbook) [Barrow dialect]. Fairbanks, Alaska: Alaska Native Language Center/ CNER, 1975. (Not available.)

112. MacLean, E., Pungalik/Sheldon. Suva una? (What is it doing?) [Kobuk dialect]. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 30 p. (Not available.)

113. __________. Uqaˠhich (Numbers) [Kobuk dialect]. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 40 p. (Not available.)

INNUIT - BILINGUAL cont'd

		Content	Level
114.	Page, Regina. Report of CAP meeting. Inuttituut. Ottawa, Ontario: Department of Indian and Northern Affairs, Spring 1976, 51-54. Report of annual meeting of Canadian Arctic Producers. Text is in English and Innuit syllabics. Illustrated.	lit	adv self
115.	Paulsberg, Patricia H. Paipiuratchiaqtugut (We have a new baby). Anchorage, Alaska: Alaska Native Education Board, 1975. (Not available.)		
116.	__________. Summankiaq? (I wonder why?). Anchorage, Alaska: Alaska Native Education Board, 1975. (Not available.)		
117.	__________. Tiŋŋusiaġluk (Let's go meet the plane). Anchorage, Alaska: Alaska Native Education Board, 1975. (Not available.)		
118.	Paulsberg, Patricia H. and the staff of the Alaska Bilingual Education Center. Iñupiaq oral language units I-IX. Anchorage, Alaska: Alaska Native Education Board, 1975. (Not available.)		
119.	Peacock, Rev. F.W. Alphabetical list of affixes of Eskimo language. St. John's, Newfoundland: Memorial University of Newfoundland, 1975, 118 p. (Not available.)		
120.	__________. Classes of nouns in the Eskimo language. St. John's, Newfoundland: Memorial University of Newfoundland, 1975, 5 p. (Not available.)		

Content Level

INNUIT- BILINGUAL cont'd

121. Peacock, Rev. F.W. English-Eskimo dictionary. St. John's, Newfoundland, 1975, 460 p. (Not available.)

122. ________. Eskimo-English dictionary. St. John's, Newfoundland: Memorial University of Newfoundland, 1975, 605 p. (Not available.)

123. Pulu, Tupou L., et al. White Mountain reader. Anchorage, Alaska: Alaska State-Operated School System, 1976, 91 p. (Not available--ERIC ED #125-309.)

Factual story about hunting, fishing and related activities of natives of the White Mountain region of Alaska. Illustrated. — lit

124. Seiler, Wolf. Qatuk. Fairbanks, Alaska: Summer Institute of Linguistics, 1976, 29 p.

Text intended to instruct 3rd and 4th graders in use of "postpositions" in Kobuk River dialect. English translation on last page. — gram int

125. Strong, H. and E. Jackson Ağnağliŋñiqpik? (Am I beautiful?) [Kobuk dialect]. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 8 p. (Not available.)

126. ________. Tiŋmiurağlu, Tulugağlu, Kayuqtuğluli (Bird, Raven, and Fox) [Kobuk dialect]. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 12 p. (Not available.)

Content Level

INNUIT - BILINGUAL cont'd

127. Taqralik. Montreal, P.Q.: Northern Quebec Inuit Association, 1975-1976. (Not available--Inuttituut.)

Magazine published in English and syllabics. (Information from correspondence)

S128. Thibert, Arthur. English-Eskimo/Eskimo-English Dictionary. Revised Edition. Centre Canadian de Reserches en Anthropologie. Universite Saint Paul, Ottawa. 1970.

Alphabetical word-list developed for "missionaries and others working in the Arctic." English-Eskimo precedes Eskimo-English. Apendices include affixes, noun declensions, pronouns, numerals, verb conjugations, kinship terms, body parts, arctic game animals and Eskimo clothing. Vocabulary and pronunciation are Pan-Arctic. Useful tool for beginning Innuit speakers.

voc
gram — self

INNUIT - MONOLINGUAL, INNUIT

129. Ahvakana, F. Avaqqanam quiliaqtuaqtaŋik (Advanced legends) [Barrow dialect]. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 17 p. (Not available.)

adv

130. Alaska State-Operated School System. Sumik naillavich? (What do you smell?) [Kivalina dialect]. Anchorage, Alaska: Alaska State-Operated School System, 1975, 20 p.

Picture book about the sources of various odors in a village of the Far North. Captions are in Innuit.

lit prim

INNUIT - MONOLINGUAL cont'd

		Content	Level
131.	__________. Sumik naillavich? (What do you smell?) [Kivalina dialect]. Anchorage, Alaska: Alaska State-Operated School System, 1975, 48 p.		
	Series of short stories about various odors in a village of the Far North. Illustrated.	lit	int
132.	Alaska State-Operated School System. Sumik qiñillavich? (What can you see?) [Kivalina dialect]. Anchorage, Alaska: Alaska State-Operated School System, 1975, 96 p.		
	Series of short stories about various sights in a village of the Far North. Illustrated.	lit	int
133.	__________. Sumik qiñitlavich? (What can you see?) [Deering, Buckland dialect]. Anchorage, Alaska: Alaska State-Operated School System, 1975, 96 p.		
	Illustration of various sights in a village of the Far North. Captions in Innuit.	lit	prim
134.	Barrow School. Annuġaaqtuaksrat (Clothes to put on). Barrow, Alaska: North Slope Borough School District, 1976, 13 p. (Not available.)		
135.	__________. Flash card set for Iñupiatun Taisiḷḷasiñiaġutit maqpiġaat I. Barrow, Alaska: North Slope Borough School District, 1976, 46 cds. (Not available.)		

Content Level

INNUIT - MONOLINGUAL, INNUIT

136. __________. Iñupiat iñuuniaġusat taimanilu paŋmapaglu (How the Eskimos lived long ago and today). Barrow, Alaska: Barrow school Inupiat Program, 1975, 11 p. (Not available.)

prim

137. __________. Iñupiatun Aglayuqsiñiaġuunat (Learning to write in Iñupiat). Barrow, Alaska: North Slope Borough School District, 1976, 38 p. (Not available.)

138. Barrow School. Iñupiatun taisiḷḷasiñiaġutit maqpiġaat I (Eskimo sounds--Book I). Barrow, Alaska: North Slope Borough School District, 1976, 46 p. (Not available.)

139. __________. Iñupiatun taisiḷḷasiñiaġutit maqpiġaat II (Eskimo sounds--Book II). Barrow, Alaska: North Slope Borough School District, 1976, 62 p. (Not available.)

140. __________. Iñupiatun taisiḷḷasiñiaġutit maqpiġaat III (Eskimo sounds--Book III). Barrow, Alaska: North Slope Borough School District, 1976, 78 p. (Not available.)

141. __________. Kisitchiḷḷasiñiagutit (Learning how to count). Barrow, Alaska: North Slope Borough School District, 1976, 67 p. (Not available.)

142. __________. Kupaaq. Barrow, Alaska: Barrow School Inupiat Program, 1975, 22 p. (Not available.)

int

Content Level

INNUIT - MONOLINGUAL cont'd

143. __________. Maliguaglugich kisisaagutit (Follow the numbers). Barrow, Alaska: North Slope Borough School District, 1976, 17 p. (Not available.)

144. __________. Maligilugich sivullianniñ (Follow the pattern). Barrow, Alaska: North Slope Borough School District, 1976, 17 p. (Not available.)

145. __________. Nalliannik atuġnayaqpich? (Which would you use?). Barrow, Alaska: North Slope Borough School District, 1976, 30 p. (Not available.)

146. Barrow School. Niksik quviasuktuq (Niksik is happy). Barrow, Alaska: Barrow School Inupiat Program, 1975, 14 p. (Not available.)

prim

147. __________. Qavsiurat? (How many are these?). Barrow, Alaska: North Slope Borough School District, 1976, 23 p. (Not available.)

148. __________. Savaaksrat Iñupiatun maqpiġaat allaŋŋuqtat maqpiġaat II (Iñupiat workbook--Book II, revised). Barrow, Alaska: North Slope Borough School District, 1976, 21 p. (Not available.)

149. __________. Sugnamugniaqpik? (Which way do I go?). Barrow, Alaska: North Slope Borough School District, 1976, 16 p. (Not available.)

150. __________. Sumik una atiqaq pa? (What is its name?). Barrow, Alaska: Barrow School Inupiat Program, 1975, 11 p. (Not available.)

prim

Content Level

INNUIT - MONOLINGUAL, INNUIT cont'd

151. __________. Sumik una atiqaq pa (What is its name--Teacher's edition). Barrow, Alaska: North Slope Borough School District, 1976, 12 p. (Not available.)

152. __________. Sunauna? (What is it?). Barrow, Alaska: North Slope Borough School District, 1976, 22 p. (Not available.)

153. Barrow School. Taiġualluaglaaksrallu Iñupiatun (Reading and writing in Eskimo). Barrow, Alaska: Barrow School Inupiat Program, 1975, 42 p. (Not available.)

int

154. Brown, E.I. Qanuq Niġisuŋnam Uumikkutiruat Ilauragiiksiłhat (How hunger made enemies into firends) [Seward Peninsula dialect or Mahlemut dialect]. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 16 p. (Not available.)

Modern text. (Information from ANLC catalog) adv

155. Kapesh, Antane (Anne André). Innutipatshimunissa tshe apatshitatau innuauassat. Quebec: Centre d'Elaboration des Programmes La Macaza/Ecowi, 1975, 26 p.

Series of pictures of outdoor life with explanatory text in Innuit. lit int

INNUIT - MONOLINGUAL, ENGLISH

156. Barrow School. Iñupiat curriculum guide. Barrow, Alaska: North Slope Borough School District, 1976, 18 p. (Not available.)

INNUIT - MONOLINGUAL, ENGLISH cont'd

	Content	Level
157. __________. The Iñupiat program: working together in the Barrow School. Barrow, Alaska: Barrow School Inupiat Program, 1975, 36 p. (Not available.)		
158. __________. Iñupiat teaching materials for grade one. Barrow, Alaska: North Slope Borough School District, 1976, 6 p. (Not available.)		
159. Barrow School. Oral language series teacher's book. Barrow, Alaska: North Slope Borough School District, 1976, 8 p. (Not available.)		
160. Native North American Studies Institute, Manitou College. Innuit legends. Quebec: Thunderbird Press, 1975, 15 p.		
Workbook, apparently to accompany presentations of the legends. Includes variety of questions on legends, crossword puzzle. Illustrated.	lit	int
161. Smith, L.R. Labrador Inuttut surface phonology. International Journal of American Linguistics, Vol.XLI No.2 (1975), 97-105.		
Discussion of orthographies in use for Innuit, dialectal differences, and the correspondence of phonology to orthographic representation. Linguistically oriented.	phon script	col

INNUIT - NOT KNOWN

S162. Peacock, Rev. F.W. Elementary reader. Memorial University of Newfoundland, St. Johns, Newfoundland. 1973, 13 p. (Not available.)

INNUIT - NOT KNOWN cont'd

S163. __________. Eskimo declension tables. Memorial University of Newfoundland, St. Johns, Newfoundland. 1974, 38 p. (Not available.)

S164. __________. Eskimo exercises. Memorial University of Newfoundland, St. Johns, Newfoundland. 1972, 41 p. (Not available.)

S165. __________. Eskimo grammar. Memorial University of Newfoundland, St. Johns, Newfoundland. 1972, 100 p. (Not available.)

S166. __________. Eskimo reader 1. Memorial University of Newfoundland, St. Johns, Newfoundland, 1972, 32 p. (Not available.)

S167. __________. Eskimo reader 2. Memorial University of Newfoundland, St. Johns, Newfoundland. 1973, 18 p. (Not available.)

S168. __________. Eskimo reader 3. Memorial University of Newfoundland, St. Johns, Newfoundland. 1974, 21 p. (Not available.)

S169. __________. Eskimo sentences 1. Memorial University of Newfoundland, St. Johns, Newfoundland, 1973, 20 p. (Not available.)

S170. __________. Eskimo sentences 2. Memorial University of Newfoundland, St. Johns, Newfoundland. 1973, 17 p. (Not available.)

S171. __________. Eskimo synonyms. Memorial University of Newfoundland, St. Johns, Newfoundland. 1974, 405 p. (Not available.)

INNUIT - NOT KNOWN cont'd

S172. __________. Eskimo word construction. Memorial University of Newfoundland, St. Johns, Newfoundland. 1973, 22 p. (Not available.)

S173. __________. Transitivity and intransitivity in the Eskimo language. Memorial University of Newfoundland, St. Johns, Newfoundland. 1974, 16 p. (Not available.)

IROQUOIS - BILINGUAL

S174. Foster, Michael Kirk. From the earth to beyond the sky: an ethnographic approach to four Longhouse Iroquois speech events. Ph.D. Dissertation University of Pennsylvania. 1974, 454 p. (Not available - Dissertation Abstracts International - #75-2728).

	Content	Level
Analysis of texts associated with four rituals. Excerpts from seventeen transcribed and translated Cayuga and Seneca texts are included in appendices. (Taken from abstract of dissertation)	lit	col self

IROQUOIS - MONOLINGUAL, ENGLISH

175. Native North American Studies Institute, Manitou College. Bob's bus bounces by. Québec: Thunderbird Press, 1975, 18 p.

	Content	Level
Beginning reader about a ride to school.	lit	prim

IROQUOIS

See also MOHAWK, TUSCARORA.

KICKAPOO - BILINGUAL

	Content	Level
176. Jones, William and Truman Michelson, trans. Kickapoo tales. New York: AMS Vol. IX, [1975], 142 p. (Reprint of American Ethnological Society, Leyden, 1915.)		
Three groups of stories are presented--Culture Hero Tales, Animal Tales, and Miscellaneous Tales, containing a total of eleven texts. The texts are presented in Kickapoo with free English translation on the facing page. End notes include a description of Kickapoo sound system, and a discussion of Kickapoo grammar as it differs from Fox grammar.	lit gram	self
S177. Voorhis, Paul Hantsch. Kickapoo grammar. Ph.D. Dissertation, Yale University. 1967, 326 p. (Not available - Dissertation Abstracts #68-6863).		
Description of the phonemics, morphology, and grammar of this Algonkian language with Kickapoo texts and a vocabulary included (Taken from abstract of dissertation)	phon gram voc lit	col self

KOYUKON - BILINGUAL

	Content	Level
178. Attla, Marjorie. Eetaa-a yiɬ aantaaghasoɬ (Hunting with my father). Anchorage, Alaska: Alaska Native Education Board, 1975, 12 p.		
Story about a future moose hunt. Space is provided for child to draw own illustrations. Story is in Koyukon with English translation at the back of the book.	lit	prim

KOYUKON - BILINGUAL cont'd

	Content	Level
179. __________. G̲aag̲a (Animal book). Anchorage, Alaska: Alaska Native Education Board, 1975, 10 p.		
Series of brief essays in Koyukon about animals of the Far North. English translation at back of book. Illustrated.	lit	prim
180. Attla, Marjorie. Go is Sileega' (This is my dog). Anchorage, Alaska: Alaska Native Education Board, 1975, 8 p.		
Essay in Koyukon about a young girl's sled dog. Each page has a two to three line caption for an illustration. English translation is given page by page at back of book.	lit	prim
181. __________. H̲alook̲'ut ta (Springtime). Anchorage, Alaska: Alaska Native Education Board, 1975, 11 p.		
Essay about spring in the Far North. Each page contains a single line in Koyukon, as caption to a picture. English translation of each line is listed page by page at back of book.	lit	prim
182. __________. H̲uy̲ ta (Wintertime). Anchorage, Alaska: Alaska Native Education Board, 1975, 8 p.		
Brief essay about winter in the Far North. Each page has an illustration with a two to three line caption in Koyukon. English translation is provided at back of book.	lit	prim

KOYUKON - BILINGUAL cont'd

	Content	Level
183. ____________. Huyts'in ta (Falltime). Anchorage, Alaska: Alaska Native Education Board, 1975, 9 p. Brief essay about fall in the Far North. Each page has an illustration with a two or three word Koyukon caption. English translation is provided at back of book.	lit	prim
184. Attla, Marjorie. Saan ta (Summertime). Anchorage, Alaska: Alaska Native Education Board, 1975, 9 p. Essay about summer in the Far North. Each page has an illustration with a one to two line Koyukon caption. English translation is provided at back of book.	lit	prim
185. ____________. Tłeełtiy (Outdoors). Anchorage, Alaska: Alaska Native Education Board, 1975, 8 p. Essay about Koyukon children's outdoors activities. Text is in Koyukon with English translation at back of book. Illustrated.	lit	prim
186. Koyukon Language Team. Spoken Koyukon. Anchorage, Alaska: Alaska Native Education Board, 1975, 84 p. Series of nine lessons in oral Koyukon, for non-speakers. Teacher-class dialogs and activities are provided. Explanations to teacher are in English.	voc gram	prim

KOYUKON - BILINGUAL cont'd

	Content	Level
187. Kroul, Mary Valentine. The phonology and morphology of the Central Outer Koyukon Athapaskan language. Ph.D. Disseration, University of Wisconsin, Madison. 1975, 249 p. (Not available--Dissertation Abstracts International #75-20,779.)		
Descriptive grammar of dialect spoken in and around Koyukuk village. (Taken from abstract of dissertation)	gram phon	col self
188. Pilot, S. and E. Jones. Donooghnotok'idaatłno/Gaadok. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 49 p. (Not available.)		
Traditional texts. (Information from ANLC catalog)		adv
189. The River Times. Fairbanks: Fairbanks Native Association. Bimonthly newspaper. Here covered 1975-1976.		
Contains occasional articles in Koyukon and Upper Tanana.	voc lit	self
190. Solomon, M. and E. Jones. Dotson'sa taałeebaay laatłghaan (How the Raven killed the whale). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 10 p. (Not available.)		
Traditional text. (Information from ANLC catalog)		adv
191. __________. K'adonts'idnee (Traditional stories). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 20 p. (Not available.)		
		adv

Content Level

KOYUKON - MONOLINGUAL, KOYUKON

192. Alaska State-Operated School System. Saan gaaga, ghonoyee, łook'a yił [Huslia-Central Koyukon dialect]. Anchorage, Alaska: Alaska State Operated School System, 1975, 25 p.

Picture book about various birds, fish and animals of the Far North, Captions are in Koyukon. lit prim

193. Attla, Marjorie. K'itahootintłtoh (I'm counting). Anchorage, Alaska: Alaska Native Education Board, 1975, 10 p.

Numbers 1-10 presented in Koyukon with illustrations of items counted. lit prim

KOYUKON - NOT KNOWN

194. Attla, Marjorie and the staff of the Alaska Bilingual Education Center. Koyukon oral language units I-IX. Anchorage, Alaska: Alaska Native Education Board, 1975. (Not available.)

195. __________. Saan kuno (Smoke house). Anchorage, Alaska: Alaska Native Education Board, 1975. (Not available.)

196. __________. Dilk'ahoo nanaat'uh (The robin came back). Anchorage, Alaska: Alaska Native Education Board, 1975. (Not available.)

See also NULATO (Lower Koyukon), TEN'A and ALLAKAKET (Central Koyukon).

KUSKOKWIM - See NIKOLAI (Upper Kuskokwim).

Content Level

KUTCHIN - BILINGUAL

197. Peter, Katherine and Mary L. Pope. Alaskan Folktales. Anchorage, Alaska: Alaska State-Operated School System, 1975, 72 p. (Not available--ERIC ED 127824.)

Eight folktales presented in English, with Kutchin version on facing page. Illustrated. (Taken from abstract information) lit

KUTCHIN - MONOLINGUAL, KUTCHIN

198. Erick, Henry/John and K. Peter. Deenaadąį' Gwixh'in Gwandak (Traditional Kutchin stories). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 10 p. (Not available.)

adv

199. Peter, K. Gwich'in Gwitr'it Dehtły'aa (Kutchin workbook). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 18 p. (Not available.)

prim/ int

200. __________. Olti' daga'at Dikhaa (Olti and his wife Dik). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 10 p. (Not available.)

prim

201. __________. Vasaagihdaaz, etc.... Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 19 p. (Not available.)

adv

Content Level

KUTCHIN - MONOLINGUAL, KUTCHIN cont'd

202. Sapir/Fredson, Peter, K. Sapir John Haa, G4 (Sapir-Fredson stories, 4). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 20 p. (Not available.) adv

203. __________. Sapir John haa googwandak V (Sapir-Fredson stories V). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 20 p. (Not available.) adv

204. Williams, H. and M. Gabriel. Ko'ehdan. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 35 p. (Not available.) adv

205. __________. Vasaagihdzak. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 53 p. (Not available.) adv

KUTCHIN - NOT KNOWN

206. Druck, Leah. Friday khaa (trans. and adapt. of Friday night). Anchorage, Alaska: Alaska Native Education Board, 1975, 15 p. (Not available.)

207. __________. Johnny school ahtsii (trans. and adapt. of Johnny in school). Anchorage, Alaska: Alaska Native Education Board, 1975, 18 p. (Not available.)

208. __________. K'ii tr'ihtsal (trans. and adapt. of Ki-Ella). Anchorage, Alaska: Alaska Native Education Board, 1975, 22 p. (Not available.)

KUTCHIN - NOT KNOWN cont'd

209. Gabriel, Moses. Vasaagihdzak. Fairbanks, Alaska: Alaska Native Language Center, 1976, 73 p. (Not available.)

210. Mueller, Richard. Nin łuk haa dęhły'aa (Animal and fish book). Anchorage, Alaska: Alaska Native Education Board, 1975, 28 p. (Not available.)

211. Mueller, Richard. Number and color book--Giwch'in. Anchorage, Alaska: Alaska Native Education Board, 1975, 20 p. (Not available.)

212. Peter, K. Deenaadąj Gwich'in gwandak dęht'aa I (Traditional Gwichin stories, book one). Fairbanks, Alaska: Alaska Native Language Center, 1975, 10 p. (Not available.)

S213. __________. Dinjii zhuu gwandak (Gwich'in stories). Alaska State Operated School System, Anchorage, Alaska. 1974. 76 p. (Not available.).

214. __________. Shahnyaati' tr'iinin nilįį dai' (Shahnyaati's childhood). Fairbanks, Alaska: Alaska Native Language Center, 1976, 12 p. (Not available.)

215. __________. Vasaagihdzak...Shoh deetrya'haa gwandak...Tri'injaa. Fairbanks, Alaska: Alaska Native Language Center, 1975, 17 p. (Not available.)

216. Peter, K. T. Pulu and Mary Pope. Tom iłtaik (Tom is sick). Anchorage, Alaska: Alaska State-Operated School System, 1975, 31 p. (Not available.)

KUTCHIN - NOT KNOWN cont'd

217. Roberts, Irene. Dhinchii (Outdoors). Anchorage, Alaska: Alaska Native Education Board, 1975. (Not available.)

218. __________. Gwanzhih ch'andaa nizįį (The best garden). Anchorage, Alaska: Alaska Native Education Board, 1975, 17 p. (Not available.)

219. __________. Mary Vijyaa geh (Mary and her friend rabbit). Anchorage, Alaska: Alaska Native Education Board, 1975, 13 p. (Not available.)

220. Roberts, Irene. Shagoodlit drin (My birthday). Anchorage, Alaska: Alaska Native Education Board, 1975, 7 p. (Not available.)

221. __________. Shahan (My mother). Anchorage, Alaska: Alaska Native Education Board, 1975, 13 p. (Not available.)

222. __________. Shiti' (My father). Anchorage, Alaska: Alaska Native Education Board, 1975, 17 p. (Not available.)

223. __________. Shitsii shii haa' (Grandpa and I). Anchorage, Alaska: Alaska Native Education Board, 1975, 6 p.

224. __________. Shitsii vałąįį-choh tr'ookit, khainkoo (Grandpa's first and last horse). Anchorage, Alaska: Alaska Native Education Board, 1975, 8 p. (Not available.)

225. __________. Shitsuu vizheh (Grandma's house). Anchorage, Alaska: Alaska Native Education Board, 1975, 6 p. (Not available.)

KUTCHIN - NOT KNOWN cont'd

226. __________. Shreenyąą (Spring). Anchorage, Alaska: Alaska Native Education Board, 1975, 9 p. (Not avaialable.)

227. __________. Tsyaa tsalłuhgaįįfaa oozhii (A boy named Cooky). Anchorage, Alaska: Alaska Native Education Board, 1975, 7 p. (Not available.)

228. Roberts, Irene and the staff of the Alaska Native Education Board. Gwich'in oral language units I-IX. Anchorage, Alaska: Alaska Native Education Board, 1975, 131 p. (Not available.)

229. Salmon, Minnie. David vik'ii gwanlįį (trans. and adapt. of Bill Martin Jr.'s David was mad). Anchorage, Alaska: Alaska Native Education Board, 1975, 12 p. (Not available.)

230. Sapir/Fredson, and K. Peter. Sapir, John haa googwandak 6 (Sapir-Fredson stories 6). Fairbanks, Alaska: Alaska Native Language Center, 1976, 16 p. (Not available.)

231. Tritt, Carolyn and Carolyn Peter. Dinjii-zhuh tŋal naajat kwaa (trans. and adapt. of Bill Martin's The brave little Indian). Anchorage, Alaska: Alaska Native Education Board, 1975, 16 p. (Not available.)

232. __________. Jidii nitsil? (trans. and adapt. of Henry Ritchett Wing's What is big?). Anchorage, Alaska: Alaska Native Education Board, 1975, 25 p. (Not available.)

Content Level

KUTCHIN - NOT KNOWN cont'd

233. ___________. Shihttoo, Shih-tthoo, jidii nah'in? (trans. and adapt. of Bill Martin's Brown Bear, Brown Bear, What do you see?). Anchorage, Alaska: Alaska Native Language Education Board, 1975, 22 p. (Not available.)

234. Tritt, Lincoln. Nats'ąhts'a' deetryą'azhrąįįdhìdlit (How the crow became black). Anchorage, Alaska: Alaska Native Education Board, 1975. (Not available.)

235. ___________. Nin-tsal, Łuk haa kaiiril'in-zhat dąj' ts'ą'juk (Hunting small game and fishing --then and now). Alaska Bilingual Education Center, 1975, 16 p. (Not available.)

KWAKIUTL - BILINGUAL

S236. Boaz, Franz. Kwakiutl tales. AMS Press, New York. 1969, 495 p. (Reprint of Columbia University Contributions to Anthropology, Vol. 2, 1910).

A series of forty-eight tales, the first thirty-one of which are presented in both Kwakiutl and English, the last seventeen in English only. Kwakiutl version is presented on verso with free English translation on the facing page. Lines are numbered in Kwakiutle version, but not in English. No explanation of alphabet used is given. lit self col

83

LUISENO - BILINGUAL

	Content	Level
237. Davis, John F. Some notes on Luiseño phonology. International Journal of American Linguistics, Vol.XLII (1976), 192-216.		
After discussing the history of linguistic investigation of Luiseño phonology, Davis charts the distinct phonemes, discusses each sound's use and occurence, and presents noun paradigms using phonemic shifts. Numerous examples of Luiseño words are given. Article will be difficult to use for those not familiar with linguistic terminology.	phon gram	col

MAIDU - BILINGUAL

	Content	Level
238. Dixon, Roland Burrage. Maidu texts. New York: AMS Press, [1975], 241 p. (Reprint of American Ethnological Society, Leyden, 1912, Vol.IV.)		
Eighteen myths are presented here. The first myth is given in free English translation at the top of the page, with Maidu text and interlineal exact English translation at the bottom of the page. The remainder are presented in Maidu with free English translation on the facing page. The introduction discusses the nature of these myths and the Maidu sound System.	lit phon	self

MANDAN - BILINGUAL

239. Hollow, Robert C., A. Wesley Jones, and David J. Ripley. Mandan teacher's guide: elementary level. Bismark, North Dakota: Mary College Indian Languages Program, 1976, 128 p.

	Content	Level
Course of 75 lessons in spoken Mandan for young students. Includes pronunciation chart, games list. Each lesson has dialogs of increasing difficulty. Presupposes teacher is Mandan speaker. Accompanied by set of pictures illustrating actions in dialogs.	voc meth	self col

MENOMINEE - BILINGUAL

240. Bloomfield, Leonard. Menomini texts. New York: AMS Press, [ca. 1975], 607 p. (Reprint of American Ethnological Society, New York, 1928, Vol.XII.)

	Content	Level
One hundred and twenty-two texts, divided into categories of Everyday Life, Songs, Prayers and Sermons, Narratives, Sacred Stories, and Tales of European Origin. Each text is presented in Menominee, with English free translation on the facing page. A brief outline of phonetic symbols used is given.	lit	self

241. Bloomfield, Leonard and Hockett, Charles F. (ed.) Menominee lexicon. Milwaukee Museum Publications in Anthropology and History, No. 3. Milwaukee Public Museum Press, 1975.

	Content	Level
Vocabulary of about 11,000 entries based on texts collected in 1920 and 1921. It is already being used in attempts to revive this language.	voc	self

MENOMINEE - BILINGUAL cont'd

242. Montgomery, Jennifer Anne. Toward a pedagogical grammar for the Menominee language: The language project approach. Ph.D. dissertation, University of Texas at Austin. 1976, 148 p. (Not available--Dissertation Abstracts International #77-3958.)

	Content	Level
Discussion of the revitalisation project of the Wisconsin Native American Language Project. Appendices include sketch of Menominee and sample text of modern speaker. Also comparison of two writing systems. Should be of interest to those involved in reviving near-obsolete native languages. (Taken from abstract of dissertation)	gram lit meth	self col

MICMAC - BILINGUAL

243. Delisle, Gilles L. and Manny L. Metallic. Micmac teaching grammar. Preliminary version. La Macaza, Quebec: Manitou Community College, 1976, 629 p. (Not available--ERIC ED 136614.)

	Content	Level
Designed primarily for university-level, however text may be used in adult or high school classes. Main section of text consists of 20 lessons each containing conversation and exercises. There is also an introductory section on orthography and Micmac reading and writing. Tape recordings accompany the text. (Taken from abstract information)	gram voc	col self

MOHAWK - BILINGUAL

244. Deering, Nora and Helga Harries-Delisle. Mohawk. A teaching grammar. Preliminary version. La Macaza, Quebec: Manitou Community College, 1976, 564 p. (Not available--ERIC ED 1366613.)

	Content	Level
A teaching grammar designed for use by adults. First section deals with reading and writing Mohawk. This is followed by 20 lessons which include conversation, vocabulary, and exercises. Tape accompanies material. (Taken from abstract information)	gram voc	self

245. Williams, Marianne, ed. Kanien'kéha' okara'shon: 'a--Mohawk stories. Albany, New York: New York State Museum, Bulletin 427, 1976, 265 p.

	Content	Level
Thirty-three stories, including folktales and anecdotes. The stories are presented first in Mohawk, then each story is presented again in Mohawk with interlinear exact English translation, then in free English translation.	lit	self

MOJAVE - BILINGUAL

246. Munro, Pamela. Mojave syntax. Garland Studies in American Indian Linguistics. New York: Garland Publishing, Inc., 1976, 330 p.

	Content	Level
Linguistically oriented introduction to grammar and syntax of this California Yuman language.	gram synt	col self

MONTAGNAIS - MONOLINGUAL, MONTAGNAIS

		Content	Level
247.	Andre, Ann. Innutipatshimunissa tshe apatshitatau innuauassat. Ecowi, Labelle, Quebec: Manitou Community College, 1975, 25 p. Series of stories about life in the forest. Illustrated.	lit	prim
248.	Charlish, Jeanne-Mance. Avâs-mashinaikan. Ecowi, Labelle, Quebec: Manitou Community College 1975, 11 p. Series of short stories about Montagnais life. Illustrated.	lit	prim
249.	Louis, Anne-Marie. Avâs-nakamunîsa. Ecowi, Labelle, Quebec: Manitou Community College, 16 p. Elementary reader, illustrated.	lit	prim

NAVAJO - BILINGUAL

		Content	Level
250.	Blanding Indian Education Curriculum Center. Cowboy Joe Sam. Blanding, Utah: San Juan School District, [ca. 1975], 24 p. Story in English about a cowboy practicing for a rodeo. A Navajo language cassette is available to accompany booklet.	lit	
251.	__________. Coyote and deer. Blanding, Utah: San Juan School District, [ca. 1975], 7 p. Aesop fable in Navajo version. Booklet is in English with accompanying cassette in Navajo.	lit	

NAVAJO - BILINGUAL cont'd

	Content	Level
252. Blanding Indian Education Curriculum Center. The dog who wanted a home. Blanding, Utah: San Juan School District, [ca. 1975]. 16 p.		
Story about the wanderings of a homeless dog. Booklet is in English with an accompanying cassette in Navajo.	lit	
253. ___________. The grey mare. Blanding, Utah: San Juan School District, [ca. 1975]. 15 p.		
Story about a young Navajo boy and a wild horse. Booklet in English with accompanying cassette in Navajo.		
254. ___________. How little Chee became a Navajo brave. Blanding, Utah: San Juan School District, [ca. 1975], 14 p.		
Story of a young Navajo of the past. Booklet is in English with accompanying Navajo language cassette.	lit	
255. ___________. The lazy donkee. Blanding, Utah: San Juan School District, [ca. 1975], 14 p.		
Story about a Navajo grandmother and her recalcitrant donkey. Booklet is in English with accompanying cassette in Navajo.		
256. ___________. Little Navajo basket maker. Blanding, Utah: San Juan School District, [ca. 1975], 14 p.		
A young Navajo girl learns about the skill of basketmaking from her grandmother. Booklet in English, with accompanying Navajo tape.	lit	

NAVAJO - BILINGUAL cont'd

	Content	Level
257. Blanding Indian Education Curriculum Center. Present for Bahe. Blanding, Utah: San Juan School District, [ca. 1975], 18 p.		
A young Navajo boarding school student discovers how valuable his family is to him. Booklet is in English, with Navajo language cassette accompanying it.	lit	
258. ________. Two goats. Blanding, Utah: San Juan School District, [ca. 1975], 9 p.		
Navajo adaptation of an Aesop fable. Text is in English with Navajo version on accompanying cassette.	lit	
259. Goosen, Irvy W. Navajo made easier. Revised edition. Flagstaff, Arizona: Northland Press, 1975, 271 p.		
Basic text in conversational Navajo for English-speakers; originally published in 1967, this edition attempts to reduce errors of transcription in original. A brief Navajo-English glossary is provided at back of book.	pron gram	prim self
S260. Hall, Geraldine. Kee's home / Kii baghan haz'ą́ągi. Northland press, Flagstaff, Arizona. 1971, 103 p.		
Beginning reader in Navajo and English about a Navajo boy's homelife and family. Glossary of Navajo vowels and consonants and word list, Navajo-English, are presented in back of book. Illustrated.	lit voc	prim

NAVAJO - BILINGUAL cont'd

	Content	Level
261. Hane' yázhí. Albuquerque, New Mexico: Native American Materials Development Center, Fall 1976, 16 p.		
Quarterly newspaper, of which only one issue is available at this time. Includes stories, puzzles, and cartoons in English and Navajo aimed at children.	lit	int

NAVAJO - MONOLINGUAL, NAVAJO

	Content	Level
262. Blackhorse, B.A. Nihookáá' dóó táyi' naaldeehii. Albuquerque, New Mexico: Sanostee-Toadlena Title VII Project, 1975, 23 p.		
Picture book about various exotic zoo animals. Each animal is represented by a full page black and white photograph, with a paragraph in Navajo describing the animal on the opposite page.	lit	int
263. Boyd, Nora B., Eleanora Curley, Etta M. Yazzi et al. Hane' yázhí No. 1-9. Albuquerque, New Mexico: Navajo Reading Study, University of New Mexico, 1975, 36 p.		
Series of four-page pamphlets, each containing workbook exercises in written Navajo and a brief text in Navajo.	lit	prim/ int
264. McFarlane, Charles T. Dii K'ad anaa'igii baa hane'. Translated by Robert W. Young and William Morgan, Sr. Albuquerque, New Mexico: Navajo Reading Study, University of New Mexico, 1975, 212 p. (Reprint of 1943 edition.)		
Translation of "War with the Axis," an explanation of the events and reasons leading to World War II.	lit	adv self

NAVAJO - MONOLINGUAL NAVAJO cont'd

	Content	Level
265. Navajo Reading Study. Ałk'idą́ą́' 'ádahoodzaaí baa hane'; dinék'ehjí naaltsoos wólta'í #37-39. Albuquerque, New Mexico: University of New Mexico, 1975, 26 p.		
Series of three booklets, each containing two or more stories of Navajos of the past. Illustrated.	lit	adv
266. Sanostee-Toadlena Title VII Project. Hai náhás dlį́į́'. Albuquerque, New Mexico: Sanostee Toadlena Project with Navajo Reading Study, 1975, 54 p.		
Seven stories about modern Navajo young people. Each story is by a different author. Illustrated with black and white drawings.	lit	int
267. Wilson, Paul, ed. Diné naaldlooshii dah deíléii baa hane'. Chinle, Arizona: Rock Point Bilingual Education Project Title VII, 1975, 32 p.		
Series of comments by Navajos about various aspects of the Navajo lifestyle. Number 3 in the T'áá diné binaaldlooshii baa hane series. Illustrated.	lit	adv
268. __________. Nihina'aldlooshii bee baa dzíínííidlíinii. Chinle, Arizona: Rock Point Bilingual Education Project Title VII, 1975, 32 p.		
Comments by various Navajos about livestock raised by the Navajo. Ilustrated. Book 4 in the T'aa dine binaaldlooshii baa hane' series.	lit	adv

	Content	Level
NAVAJO - NOT KNOWN		
S269. Scoon, Annabelle Rouse. The feasibility of test translation - English to Navajo. Ph.D. Dissertation, University of New Mexico. 1974, 182 p. (Not Available - Dissertation Abstracts International #75-18,662).		
Results of an attempt to translate English instructions for Bochin Test of Basic Concepts into Navajo. Results indicate that due to linguistic differences, this test did not test for the same concepts in English as it did in Navajo. It may be acceptable as a Navajo language test, however. (Taken from abstract of dissertation)	meth	col self
NEZ PERCE - BILINGUAL		
S270. Phinney, Archie. Nez Perce texts. AMS Press, New York. 1969, 497 p. (Reprint of Columbia University Contributions to Anthropology, Vol. 25, 1934).		
Forty one folk tales are recorded here as told by a single informant in 1929. Nez Perce text is presented first, with interlineal literal English translation. A free English translation follows each tale. Introduction describes the alphabet used for transcription of Nez Perce.	lit	self
NIKOLAI - BILINGUAL		
271. Pulu, Tupou L. and Mary L. Pope. Nikolai reader. Anchorage, Alaska: Alaska State-Operated School System, 1975, 88 p.		
Series of one-page stories about the history of the village of Nikolai. English translation is presented on page following Nikolai text. Illustrated.	lit	int

NIKOLAI - MONOLINGUAL, NIKOLAI

272. Alaska State-Operated School System. Yada'e iłtsine? (What do you smell?). Anchorage, Alaska: Alaska State-Operated School System, 1975, 48 p.

	Content	Level
Series of stories about various odors in a village of the Far North. Illustrated.	lit	int

273. __________. Yada ełtsin? (What do you smell?). Anchorage, Alaska: Alaska State-Operated School System, 1975, 20 p.

	Content	Level
Picture book about the sources of various odors in a village of the Far North. Captions are in Nikolai.	lit	prim

NULATO - MONOLINGUAL, NULATO

274. Alaska State-Operated School System. Gin nahon ts'ahuk'aadaaleelon? (What do you eat?). Anchorage, Alaska: Alaska State-Operated School System, 1975, 33 p.

	Content	Level
Picture book illustrating various foods--in their original form, and after they are cooked. Captions in Nulato.	lit	prim

275. __________. Gin niłtsin? (What do you smell?). Anchorage Alaska: Alaska State-Operated School System, 1975, 20 p.

	Content	Level
Picture book showing sources of various odors in a village of the Far North. Captions in Nulato.	lit	prim

OJIBWA - BILINGUAL

	Content	Level
S276. Centennial College students. Indian legends of Eastern Canada. Department of Indian Affairs and Northern Development, Toronto. 1969.		
See CREE.		
277. Anishinaabe giigidowin: a bilingual newsletter for Ojibwe and Potawatomi second language teachers. Wisconsin Native American Languages Project, University of Wisconsin, Vol.I, No. 1 (January 1976) to Vol. II, No. 1 (November 1976).		
Newsletter contains articles, cartoon strips and stories in Ojibwa; reports on language activities and books in English; and two suggested teaching exercises for Ojibwe language courses. Also contains articles in Potawatomi.	lit meth voc	self
278. Banai, Edward Benton. The Ojibway creation story. A Mishomis book: a history-coloring book of the Ojibway Indians; Book I. St. Paul, Minnesota: Red School House Graphics, 1975, 25 p. (Not available.)		
The creation story, told in English with Ojibwa words for key characters, actions, etc. At the end of the story exercises using the Ojibwa words are provided. Illustrated in the form of a coloring book.	voc lit	prim

Content Level

OJIBWAY - BILINGUAL cont'd

S279. Fiero, Charles E. and Norman Quill. Ojibwa assimilation. Northern Light Gospel Missions, Red Lake, Ontario. 1973. (Not available - Nichols, p. 5).

Conversations and pronunciation exercises in Northern Ojibwe, written in roman orthography. Aimed at non-Ojibwe speakers. Includes analysis of stress and pitch. Tapes accompany the book. (Information from Nichols) pron self

280. Grundy, Jake Osawwawnemeke. Know your language. The Nishnawbe News, Vol. III No. 9 (July 1975), 4. Marquette, Michigan: Organization of North American Indian Students, Northern Michigan University.

This article contains forty nine phrases in Ottawa-Ojibwa with English translations. lit self

281. Kegg, Maude. Gii-ikwe zensiwiyaan/ When I was a little girl. Mille Lacs Reservation: By the Author, 1976, 29 p. (Not available---CAILC Newsletter, January 1, 1977, p.5.)

Stories of the author's childhood sixty years ago, presented in Ojibwa and English. (From CAILC Newsletter) lit

282. Mishomis Books. Original man and his grandmother: No-ko-mis. A history-coloring book of Ojibway Indians, Book 3. St. Paul, Minnesota: Red Schoolhouse Graphics, 1976. (Not available--Anishinaabe Giigidowin, Vol.II No.4 (June 1, 1977).)

Coloring book with Ojibwa words and study questions. (From Anishinaabe) prim

OJIBWA - BILINGUAL cont'd

	Content	Level
283. ______. Original man walks the earth. A history-coloring book of Ojibway Indians, Book 2. St. Paul, Minnesota: Red Schoolhouse Graphics, 1976. (Not available--Anishinaabe Giigidowin, Vol.II No.4 (June 1, 1977).) Coloring book with Ojibwa words and study questions. (From Anishinaabe)		prim
284. Montgomery, Anne. Teaching Ojibwe kin terms and the immediate family tree. Anishinaabe giigidowin, Vol.II No. 1 (November 15, 1976), 5-7. Ashland, Wisconsin: Northland College. Sample lesson outline and explanatory material for teaching children the vocabulary of the Ojibwa kinship system.	voc gram meth	self
285. Nichols, John. Comparative table of some Ojibwe (Chippewa writing systems. Anishinaabe giigidowin, Vol.I No.3 (April 1976), 5-6. Ashland, Wisconsin: Northland College. Comparison of orthography used by five writers of Ojibwa from Edward Wilson in 1874 to the present. Brief notations on the sources are given.	script	self
286. ______. Ojibwe verbs of motion (Mille Lacs dialect). Anishinaabe giigidowin, Vol.II No.1 (November 15, 1976), 4. Ashland, Wisconsin: Northland College. A short exercise in the formation of Ojibwa verbs of motion. Originally written for college students.	lit	int

Content Level

OJIBWA - BILINGUAL cont'd

287. Ojibwe Cultural Resource Center. Be-Inabin/Come...look. Grande Portage, Minnesota: Ojibwe Cultural Resource Center, 1976. (Not available--CAILC Newsletter, January 1, 1977, p. 5.)

First in a projected series of bilingual readers. Contains three traditional stories--Nanabozko and the birch trees, Shi-me: the lost boy, and The boy who turned into a robin. Stories presented both in English and Ojibwa. (From CAILC Newsletter) — lit

288. Pathun, Paul Robert. Ojibwe music in Minnesota. Ph.D. dissertation, University of Minnesota. 1976, 320 p. (Not available--Dissertation Abstracts International #76-27,856.)

Analysis of current status of Ojibwa music includes transcription of 114 songs and bibliography of materials on Ojibwa music. (Taken from abstract of dissertation) — lit bibl — self col

S289. Quill, Norman. Edited and translated by Charles Fiero. The moons of winter and other stories. Northern Light Gospel Missions, Red Lake, Ontario. 1965. (Not available - Nichols p. 5).

Collection of twelve Ojibwe stories in roman letter Ojibwe with English translation. (Information from Nichols) — lit

Content Level

OJIBWA - BILINGUAL cont'd

S290. Seymour, Maria, John Nichols and Barbara Burnaby. Ninka kikinonowin*/ᓂᓐᑯ ᑭᑭᓄᓇ ᐧᐃᓐ [Lake of the Woods Dialect]. Department of Indian Affairs and Northern Development, Education Division Toronto. 1974. (Not Available - Nichols, p.2).

Easy reading book for Ojibwe-speaking children about seasonal activities. Main text is in syllabics with roman letter texts and English translations in back of book. Illustrated. (Information from Nichols) lit prim

291. Seymour, Maria. Some songs for Ojibwe language classes (non-Indian tunes). Revised by Earl Thomas and John Nichols. Anishinaabe Giigidowin, Vol.I No.2 (March 1976), 5-6.

Ojibwa lyrics to the tunes of "Row, row, row your boat," "Twinkle, twinkle little star" and "Are you sleeping." English translation provided for first two. lit prim

OJIBWA - MONOLINGUAL, OJIBWA

292. Littlewolf, Jim (Dedaakam). Winabozho and the dancing ducks. Anishinaabe Giigidowin, Vol.I No. 1 (January 1976), 5-6. Ashland, Wisconsin: Northland College.

Traditional story. lit int

293. Nyholm, Earl. Baaga'adowewin. Anishinaabe Giigidowin, Vol.I No.4 (July 1976), 6. Ashland, Wisconsin: Northland College.

Short story. lit int

		Content	Level
OJIBWA - MONOLINGUAL, OJIBWA cont'd			
294.	Nyholm, Earl. The boys and the pizza. Anishinaabe Giigidowin, Vol.I No.2 (March 1976), 3-4. Ashland, Wisconsin: Northland College.		
	Short original story. Some words are footnoted with English translation.	lit	int
295.	__________. Gaa-Babaa-Giiyoseyaang. Anishinaabe Giigidowin, Vo.I No.3 (April 1976), 4. Ashland, Wisconsin: Northland College.		
	Short story.	lit	int
OJIBWA - MONOLINGUAL, ENGLISH			
296.	Anishinabe Reading Materials. Cheer up old man. Duluth, Minnesota: Indian Education Department, 1976. (Not available--Anishinaabe Giigidowin, Vol.III No.1 (September 15, 1977).)		
	English reader for first and second grade on Ojibwa subject. Illustrated.(From Anishinaabe)	lit	prim
297.	__________. Manabozho and the bullrushes. Duluth, Minnesota: Indian Education Department, 1976. (Not available--Anishinaabe Giigidowin, Vol.III No.1 (September 15, 1977).)		
	English reader for first and second grade on Ojibwa subject. Illustrated.(From Anishinaabe)		

Content Level

OJIBWA - MONOLINGUAL, ENGLISH cont'd

298. Anishinabe Reading Materials. Real wild rice. Duluth, Minnesota: Indian Education Department, 1976. (Not available--Anishinaabe Giigidowin, Vol.III No.1 (September 15, 1977).)

English reader for first and second grade on Ojibwa subject. Illustrated. (From Anishinaabe) lit prim

299. __________. Shemay, the bird in the sugar bush. Duluth, Minnesota: Indian Education Department, 1976. (Not available--Anishinaabe giigidowin, Vol.III No.1 (September 15, 1977).)

English reader for first and second grade on Ojibwa subject. Illustrated. (From Anishinaabe) lit prim

OJIBWA - NOT KNOWN

300. Dalby, Lois and Jeanette McCrie. Helping mother [Lake of the Woods dialect]. Translated by Elsie Bruyere and John Nichols. Fort Frances, Ontario: Fort Frances Public Library, 1975. (Not available--Nichols, p.2.)

Main text of this children's book is in syllabics, with Roman latter text at back of book. (Information from Nichols)

301. __________. Here I go [Lake of the Woods dialect]. Translated by Elsie Bruyere and John Nichols. Fort Frances, Ontario: Fort Frances Public Library, 1975. (Not available--Nichols, p.2.)

Children's book with main text in syllabics and Roman letter text at back of book. (Information from Nichols)

Content Level

OJIBWA - NOT KNOWN cont'd

302. Dalby, Lois and Jeanette McCrie. A little mouse [Lake of the Woods dialect]. Translated by Elsie Bruyere and John Nichols. Fort Frances, Ontario: Fort Frances Public Library, 1975. (Not available--Nichols, p.2.)

Children's book with main text in syllabics, and Roman letter text at back of book. (Information from Nichols)

303. ___________. The new baby [Lake of the Woods dialect]. Translated by Elsie Bruyere and John Nichols. Fort Frances, Ontario: Fort Frances Public Library, 1975. (Not available--Nichols, p.2.)

Children's book with main text in syllabics, and Roman letter text at back of book. (Information from Nichols)

304. Mckay, Elizabeth. Tipacomakanohaw coma awkaikano kakapesihaw: ᒉᐸᒋᒪᑲᓄᐊᐧ ᐅᐅᒪ ᐊᐧᑲᐃᑲᓄ ᑲᑲᐯᓯᐊᐧ .* Toronto, Ontario: Department of Indian Affairs and Northern Development, Education Division, 1976. (Not available--Nichols, p.5.)

Reader about the activities of a family at Big Trout Lake. In syllabics. (Information from Nichols) lit

Content Level

OJIBWA - NOT KNOWN cont'd

305. Ningewance, Pat. Akinciketa*/ᐊᑭᐣᒋᑫᑕ: for Ojibway-speaking children of the Lac Seul-Osnaburgh-Pikangikum area. Toronto, Ontario: Department of Indian Affairs and Northern Development, 1976. (Not available--Nichols, p.5.)

Real life dialogues for school reading. Contains list of words used. Text is in syllabics. Illustrated. (Information from Nichols) lit

306. Wabasse, Patrick. Tipacimowin*/ᑎᐸᒋᒧ·ᐃᐣ. Toronto, Ontario: Department of Indian Affairs and Northern Development, Education Division, 1976. (Not available--Nichols, p.6.)

Syllabic reader about traditions and modern means of earning a living. Illustrated. (Information from Nichols) lit

307. White, James L. Angwamas minesewag anishinabeg: time of the Indian. St. Paul, Minnesota: Minnesota American Revolution Bicentennial Commission and COMPAS, 1976. (Not available--Anishinaabe Giigidowin, Vol.III No.1 (September 15, 1977).)

Poems, sayings and stories of Minnesota Ojibwa. (From Anishinaabe) lit self

See also CREE

	Content	Level
PAIUTE - BILINGUAL		
308. Project Paiute. Kina soo mu wa kwu tu: Never to be forgotten. Reno, Nevada: Research and Educational Planning Center, University of Nevada, 1976, 65 p.		
Vocabulary in English and Paiute for Paiute elementary school children. Each word is illustrated with a line drawing. Words include numerals, parts of the body, and animals. Also included are five Paiute legends presented first in Paiute, then in English.	voc lit	prim int
PAPAGO - MONOLINGUAL, ENGLISH		
S309. Kuhlman, Natalie Brostoff. Selected written syntactic characteristics of a Papago collage dialect of English and a standard English writing program for Papago college students. Ph.D. Dissertation, University of Arizona. 1974, 122 p. (Not available - Dissertation Abstracts International #75-11,475).		
Study of selected writings of Papago college students writing in English, to generate error list. This list of deviations from American Standard English was then used as the basis for a program to correct the differences. (Taken from abstract of dissertation)	theor meth gram	col self

PASSAMAQUODDY - BILINGUAL

Entry	Content	Level
310. Prince, John Dyneley. Passamaquoddy texts. New York: AMS, [ca. 1975], 85 p. (Reprint of American Ethnological Society, New York, 1921, Vol.10.)		
Four series of tales, containing fourteen texts in all, many of them stories about the hero Kulaskap. Texts are presented in Passamaquoddy with free English translation on facing page. A brief introduction gives some background on the Passamaquoddy and presents the phonological symbols employed here.	lit	self

PASSAMAQUODDY - MONOLINGUAL, PASSAMAQUODDY

Entry	Content	Level
311. Wabnaki Bilingual Education Program. Espons (Raccoon). Indian Township, Maine: Wabnaki Bilingual Education Program, 1976, 20 p. (Not available)		
Traditional legend. (From WBEP catalog)	lit	
312. Wabnaki Bilingual Education Program. Kisuhs, tan kwehqapuhsan? (Sun, how far have you walked? --Time-telling). Indian Township, Maine: Wabnaki Bilingual Education Program, 1976. (Not available.)		
313. ___________. Koluskap nokotomoness skitkomiq (How Koluskap left the world). Indian Township, Maine: Wabnaki Bilingual Education Program, 1976, 20 p. (Not available.)		
Traditional legend. (From WBEP catalog)	lit	

Content Level

PASSAMAQUODDY - MONOLING., PASSAMAQUODDY cont'd

314. __________. Mikcic (Turtle). Indian Township, Maine: Wabnaki Bilingual Education Program, 1976, 24 p. (Not available.)

Traditional legend. (From WBEP catalog) lit

315. __________. Pukcinsqehs/Kiwahqiyik (Pukcinsqehs--the witch/ The ice giants). Indian Township, Maine: Wabnaki Bilingual Education Program, 1976, 24 p. (Not available.)

Traditional legends. (From WBEP catalog) lit

316. __________. Putep/Oqim/Wocawson (Whale/Loon/Wind). Indian Township, Maine: Wabnaki Bilingual Education Program, 1976, 20 p. (Not available.)

Traditional legends. (From WBEP catalog) lit

317. __________. Wahant (The devil). Indian Township, Maine: Wabnaki Bilingual Education Program, 1975, 24 p. (Not available.)

Nine short stories. (From WBEP catalog) lit

PASSAMAQUODDY - NOT KNOWN

318. Wabnaki Bilingual Education Program Alphabet book. Indian Township, Maine: Wabnaki Bilingual Education Program, 1976. (Not available.)

Full color illustrations. (From WBEP catalog)

PAWNEE - BILINGUAL

319. Parks, Douglas R. A grammar of Pawnee. Garland Studies in American Indian Linguistics. New York: Garland Publishing, Inc., 1976, 361 p.

	Content	Level
Traditional linguistic description of this Caddoan language, with emphasis on grammar. Short text is provided in last chapter of work--with both literal and free English translation and morphological analysis.	gram desc lit	col self

POMO - BILINGUAL

S320. McLendon, Sally V. The Eastern Pomo language. Ph.D. Dissertation, University of California, Berkeley. 1966, 357 p. (Not available - Dissertation Abstracts #67-5112).

	Content	Level
A linguistic description of this Northern California language, covering phonology, morphology and syntax. Also included is a short text in Eastern Pomo, with literal and figurative translations. (Taken from abstract of dissertation)	gram phono lit	col self

POTAWATOMI - MONOLINGUAL, POTAWATOMI

Anishinaabe Giigidowin.

See under OJIBWA.

Content Level

POTAWATOMI - MONOLINGUAL, POTAWATOMI cont'd

321. Daniels, Mary. Mēskwankwat. Anishinaabe Giigidowin, Vol.I No.1 (January 1976), 6. Ashland, Wisconsin: Northland College.

Very short original story. lit int

322. __________. Mshikēsek. Anishinaabe Giigidowin, Vol.I No.2 (March 1976), 3. Ashland, Wisconsin: Northland College.

Brief original story. lit int

323. Daniels, Mary. Sēma. Anishinaabe giigidowin, Vol.I No.4 (July 1976), 6. Ashland, Wisconsin: Northland College

Very short story. lit int

QUILEUTE - BILINGUAL

324. Powell, J.V. Quileute calendar--1976. La Push, Washington: Quileute Culture Committee, 1975, 24 p.

Calendar gives days of week in Quileute and months in Quileute and English. Illustrated with black and white photographs of Quileute people, their land, and activities. voc prim

325. Powell, J.V. and Quileute Language Committee. Quileute language book 1. La Push, Washington: Quileute Tribe, 1975, 80+ p.

Workbook for beginning speakers of Quileute. Detailed instructions in English. Two pages are devoted to each letter of the alphabet, with a series of words using that letter. Space provided for writing in answers. Workbook is directed to younger members of the Quileute Tribe, who do not speak their ancestral language. voc script prim

QUILEUTE - BILINGUAL cont'd

	Content	Level
326. Powell, J.V. and Fred Woodruff, Sr. Quileute dictionary. Northwest Anthropological Research Notes, Memoir 3. Moscow, Idaho, 1976, 519 p. (Not available--CAIL Newsletter, Vol.IV No.2.)		
Contains English to Quileute dictionary followed by Quileute-English. Appendices include Quileute placenames, numbers, morphophonemics and a grammatical sketch. (From CAIL Newsletter)	voc gram	self
S327. Quileute language committee. Quileute Alphabet. Quileute Tribe, La Push, Washington. 1971, poster 16 x 25".		
Poster presents 37 symbols of Quileute alphabet, many with English description of sound represented, all with word using that sound, and illustrations of that word.	script	prim

QUINAULT - NOT KNOWN

S328. Modrow, Ruth. Introduction to the Quinault language. The Quinault tribe, Taholah. 1967. (Not available - Martin, p. 53).

	Content	Level

SALISH - BILINGUAL

329. Hess, Thom. Dictionary of Puget Salish. Seattle: University of Washington Press, 1976, 770 p.

	Content	Level
Extensive Puget Salish-English dictionary with brief introduction describing language. English index is provided. A brief paragraph describes each sound as it is presented in alphabetical order. Linguistically oriented, difficult for the nonlinguist to use.	voc desc	col self

S330. Hess, Thomas M. Snohomish grammatical structure. Ph.D. Dissertation, University of Washington, 1967, 115 p. (Not Available - Dissertation Abstracts #68-3852).

	Content	Level
Detailed linguistic grammar of the Snohomish dialect of Puget Salish. Also included is a sample text with translation. (Taken from abstract of dissertation)	gram lit	col self

See also SPOKANE, COEUR d'ALENE, BELLA COOLA.

SALTEAUX - NOT KNOWN

S331. Paris, G. and Paul Bruyere. Learning Saulteux. Kenora, Ontario. 1968. (Not available - Nichols p.2).

Short set of lessons using 'oblate' writing system. Set of tapes corresponding to texts is available. (Information from Nichols)

	Content	Level
SEMINOLE - BILINGUAL		
332. Factor, Susannah. Svtotketv cokv hvmkat (Seminole language workbook I and II). Ada, Oklahoma: Seminole Bilingual Project, East Central University, 1975, 19 p.		
Workbook employing various exercises for language learning. Instructions are in English. Illustrated.	voc script	prim
333. Seminole Bilingual Project. Seminole hvse-onayv. Ada, Oklahoma: Seminole Bilingual Project, East Central University, 1975, 26 p.		
Calendar for 1976. Illustrations are drawings of Seminole life. Names of months and days of week are presented in Seminole and English.	lit	prim
SEMINOLE - NOT KNOWN		
334. Seminole Bilingual Project. Alphabet book. Ada, Oklahoma: Seminole Bilingual Project, East Central University, 1975. (Not available.)		
335. __________. Lesson Plans for fourth grade. Ada, Oklahoma: Seminole Bilingual Project, East Central University, 1975. (Not available.)		
336. __________. Seminole patchwork designs. Ada, Oklahoma: Seminole Bilingual Project, East Central University, 1975. (Not available.)		

Content Level

SEMINOLE - NOT KNOWN cont'd

337. Seminole Bilingual Project. Vlicecvkat ahunkvtkv semvhayetv (Kindergarten number workbook I). Ada, Oklahoma: Seminole Bilingual Project, East Central University, 1975. (Not available.)

SENECA - See IROQUOIS

SIBERIAN YUPIK - BILINGUAL

338. Poage, Myra with Raymond Gozavaseuk and Linda S. Gologergen. Anglilleglu ayemruugtelleglu (Growth and exercise). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 26 p.

	Content	Level
Eskimo children discuss their growth and what contributes to it. Written in Siberian Yupik with English translation on last page. Illustrated.	lit	prim

339. __________. Atightughtek kalereqitek naghaaghtek (Read color play). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 70 p.

	Content	Level
Vocabulary teaching workbook in Siberian Yupik. English translation provided at back of book. Illustrated.	lit voc	prim

340. __________. Iqalluggaq (Little fish). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 19 p.

	Content	Level
Story about a little fish who strays from her school. English translation at back of book. Illustrated.	lit	prim

SIBERIAN YUPIK - BILINGUAL cont'd

		Content	Level
341.	Poage, Myra with Raymond OOzavaseuk and Linda S. Gologergen. Naten teghikusat qavaghaqat? (How do animals sleep?). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 14 p. Vocabulary introducing series of questions about how various animals sleep. Presented in Siberian Yupik with English translation at back of book. Illustrated.	lit	prim
342.	___________. Neghqwaaghenka (My bones). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 13 p. Description, in Siberiak Yupik, of the make up of bones and the various types of bones. Translation in English on last page of book. Illustrated.	lit	prim
343.	___________. Nerset (Nurses). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 16 p. Explanation of the role of the nurse. Each page has illustration and Siberian Yupik caption. English translation provided on last page of book.	lit	prim
344.	___________. Piitesiighaatlu ama piititetlu (Plants and seeds). Nome, Alaska: Nome Agency Bilingual Education Resource CEnter, 1975, 19 p. Discussion, in Siberian Yupik, of various plants and the way they grow. English translation at back of book. Illustrated.	lit	prim

SIBERIAN YUPIK - BILINGUAL cont'd

		Content	Level
345.	Poage, Myra with Raymond OOzavaseuk and Linda S. Gologergen. Taaghtat (Doctors). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975. Brief discussion, in Siberian Yupik, of how doctors work. Introduced by glossary of terms associated with doctors. English translation is on last page of book. Illustrated.	lit	prim
346.	___________. Teghikusam avaqutii (Animal babies). Nome, Alaska: Nome Agency Bilingual Education Resource center, 1975, 32 p. Picture book showing the infants of various species of animals, with captions in Siberiak Yupik. English translation is provided at back of book.	lit voc	prim
347.	___________. Ukusta nengllugutenka (This is my family). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 26 p. Vocabulary teaching story about a Siberian Yupik family. Each page has a large illustration with caption in Siberian Yupik. English translation provided at back of book.	lit	prim
348.	___________. Whanga kemka (My skin). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 19 p. Explanation of how skin protects, allows one to feel things, and can be injured. Told in Siberian Yupik with English translation on last page. Illustrated.		

SIBERIAN YUPIK - BILINGUAL cont'd

		Content	Level
349.	Poage, Myra with Raymond OOzavaseuk and Linda S. Gologergen. Yugunqgusiq (Health). Nome, Alaska: Siberian Yupik Resource Center, 1975, 48 p. Siberian Yupik discussion of good health practices. English translation is at back of book. Illustrated.	lit	prim
350.	Poage, Myra with R. OOzavaseuk, H. Silook, and L.S. Gologergen. Atavut kaatuq! (Daddy is home). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 12 p. Story about a Yupik father's homecoming. English translation is presented in back of book. Illustrated.	lit	prim
351.	__________. Gguutka (My tooth). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 12 p. Brief discussion of parts of a tooth in Siberian Yupik, with English translation on last page of book. Illustrated.	lit	prim
352.	__________. Iyet (My eye). Nome, Alaska: Nome Agency Bilingual Education Resource center, 1975, 13 p. Brief discussion of function and types of eyes in Siberian Yupik. English translation in back of book. Illustrated.	lit	prim

SIBERIAN YUPIK - BILINGUAL cont'd

		Content	Level
353.	Poage, Myra with R. Oozavaseuk, H. Silook, and L.S. Gologergen. Kapigem nemgllugutngi kayusighiit (Kapik's family helps). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 7 p.		
	Story about the work everyone in the family does when there is a new baby. Text in Siberian Yupik, with English translation at back of book. Illustrated.	lit	prim
354.	__________. Meghem ayuqellgha (Water in all forms--activity book). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 20 p.		
	Description of the forms water takes and its uses. Text is in Siberian Yupik with English translation in back of book. Illustrated, partially in color.	lit	prim
355.	__________. Meghem teghikusii (Sea animals). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975.		
	Identifying characteristics of various sea animals are pictured and named in Siberian Yupik. English translation provided at back of book.	lit	prim
356.	__________. Meq tamanganituq (Water is everywhere--activity book). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 20 p.		
	Various activities to teach about animals and plants that live in the water. Text is in Siberian Yupik with English translation at back of book. Illustrated.		

SIBERIAN YUPIK - BILINGUAL cont'd

		Content	Level
357.	Poage, Myra with R. Oozavaseuk, H. Silook and L.S. Gologergen. Nagatek (Listen). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 6 p. Very brief story about a helicopter coming to an Eskimo village. Told in Siberian Yupik with English translation at back of book.	lit	prim
358.	__________. Neget neghegkasi (The food you eat). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 11 p. Brief discussion, in Siberian Yupik, of digestion. English translation is on last page of book. Illustrated.	lit	prim
359.	__________. Piisaq Estugagh lleghhi (Piisaq goes to the village store). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 8 p. Story of an Eskimo girl's trip to the store, told in Siberian Yupik. English translation presented at back of book. Illustrated.	lit	prim
360.	__________. Sigutegka (My ears). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 10 p. Brief discussion in Siberian Yupik of the structure of the ear and various sounds heard. English translation is on last page. Illustrated.	lit	prim

Content Level

SIBERIAN YUPIK - BILINGUAL cont'd

361. Poage, Myra with R. Oozavaseuk, H. Silook, and L.S. Gologergen. Sumemni (I wonder). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 11 p.

Child's discussion of future occupations. Text in Siberian Yupik with English translation in back of book. Illustrated. lit prim

362. ___________. Tafi (Duffy). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975, 7 p.

Story about an Eskimo dog presented in Siberian Yupik, with English translation at back of book. Illustrated. lit prim

SIBERIAN YUPIK - MONOLINGUAL, SIBERIAN YUPIK

363. Kaneshiro, V., ed. Ayumiim unqi paghaatangi III (Stories of long ago III). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 33 p. (Not available.)

adv

364. ___________. Ayumiim ungipaghaatangi IV (Stories of long ago, IV). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 36 p. (Not available.)

adv

365. ___________. Pangegh tellghet (Visits to Siberia). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 64 p. (Not available.)

adv

Content Level

SIBERIAN YUPIK - MONOL., SIBERIAN YUPIK cont'd

366. Kaneshiro, V. Piyaataalghiit (Going for a walk). Fairbanks, Alaska: Alaska Native Language Center, CNER, 1975, 25 p. (Not available.)

prim

367. ___________. Teketaatenkuk kinuńkuk (Teketaat and Kinu). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 22 p. (Not available.)

prim

368. Orr, S. Kiiluuq. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 15 p. (Not available.)

prim

SIBERIAN YUPIK - MONOLINGUAL, ENGLISH

369. Krauss, Michael E. St. Lawrence Island Eskimo phonology and Orthography. Linguistics, No.152 (May 15, 1975), 39-72.

Written for anthropologists and linguists, but clear enough to be of use to the lay reader. A thoughtful review of the history of this language, a detailed sketch of its phonology and a critical discussion of various orthographics which have been applied to it.

phon ortho col

SIBERIAN YUPIK - NOT KNOWN

370. Poage, Myra with Raymond Oozavaseuk and Linda S. Gologergen. Aghnaq Neghsaq Teghigniqelgh'i (Mrs. Seal has fun). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975. (Not available.)

371. ___________. Kulusiinkut apeghtusat (Kulusiinkut instructional guide). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975. (Not available.)

372. ___________. Latem liitelghii (Letter recognition). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975. (Not available.)

373. ___________. Nagh aaghyugtukut (We like to play). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975. (not available.)

374. ___________. Ruutulf kaviilngughmeng qengatek quyniq (Rudolph the red-nosed reindeer). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975. (Not available.)

375. ___________. Teghigneqelleq qamaglluni (Fun for all). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975. (Not available.)

376. ___________. Teghikusam nengi (Animal homes). Nome, Alaska: Nome Agency Bilingual Education Resource Center, 1975. (Not available.)

SIOUX - BILINGUAL

	Content	Level
377. Deloria, Ella. Dakota texts. New York: AMS, [1975], 279 p. (Reprint of American Ethnological Society, Vol.XIV, 1932.) Sixty-four Dakota Sioux tales are recounted here. The first sixteen are presented in Sioux, in exact English translation and in free translation; the remainder are given only in Sioux and free English translation. A synopsis of all tales is given at the beginning of the work.	lit	self
378. Taylor, Allan R. The Colorado University system for writing the Lakhóta language. American Indian culture and research journal, Vol.I No.3 (1975), 3-12. University of California at Los Angeles. Description of the orthography developed for Lakhota by Colorado University. Includes text of a Lakhota story with free English translation.	script lit	self col

SIOUX - MONOLINGUAL, ENGLISH

	Content	Level
379. Webster, Loraine and Evelyn Two Hawk. The Hoksila and Winona series. Vermillion, South Dakota: Educational Research and Service Center, South Dakota University. (Not available--ERIC ED 128 142.) Two readers about a young Lakota boy and girl growing up at the time of the white man's arrival. Illustrated. (From abstract)	lit	prim

SPOKANE - BILINGUAL

	Content	Level
380. Rawhide Press. Wellpinit, Washington. Monthly publication, here covered March, May, July-November 1976. Newspaper covering Indian activities in the Spokane tribe. Each issue contains a brief article giving Spokane words with English translation, verb paradigms, etc.	voc gram	prim

TANAINA - BILINGUAL

	Content	Level
381. Kari, J. Dena'ina t'qit'ach (The way the Tanaina are). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 30 p. (Not available.)		int
382. Pete, S. Susitnu Htsukdu'a (Susitna story). Fairbanks, Alaska: Alaska Native Language Center/CNER, 1975, 18 p. (Not available.)		adv

TANAINA - MONOLINGUAL, TANAINA

	Content	Level
383. Alaska State-Operated School System. Nghuyi shagela ch'u ggaggashla [Nondalton dialect]. Anchorage, Alaska: Alaska State-Operated School System, 1975, 25 p. Picture book about various fish, animals and birds. Captions are in Tanaina.	lit	prim

Content Level

TANAINA - MONOLINGUAL, TANAINA cont'd

384. Alaska State-Operated School System. Yad a q'u ninł'an? (What can you see?) [Nondalton dialect]. Anchorage, Alaska: Alaska State-Operated School System, 1975, 34 p.

Illustrations of various sights in a village of the Far North. Captions are in Tanaina. lit prim

385. __________. Yada q'u qinłchen? (What do you smell?) [Nondalton dialect]. Anchorage, Alaska: Alaska State-Operated School System, 1975, 20 p.

Picture book about the sources of various odors in a village of the Far North. Captions are in Tanaina. lit prim

TANAINA - NOT KNOWN

386. Kari, J. Lime village reader. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 21 p. (Not available.)

387. Tenenbaum, J., ed. Dena'ina sukdu'a (Tanaina stories); 4 Vols. Fairbanks, Alaska: Alaska Native Language Center/CNER, 1976, 292 p. (Not available.)

TEN'A - BILINGUAL

388. Chapman, John Wight. Ten'a texts and tales from Anvik, Alaska. New York: AMS Press, [ca. 1975], 230 p. (Reprint of American Ethnological Society, Leyden, 1914, Vol.VI.)

	Content	Level
Thirty-three tales are presented in free English translation, eighteen of which are then reproduced in Ten'a with interlineal exact English translation. Introduction gives a brief description of the people and the place of these stories in their lives. Last section of work is a vocabulary of principal Ten'a stems compiled by Pliny Earle Goddard.	lit voc	self

TIWA - BILINGUAL

S389. Brandt, Elizabeth A. Sandia Pueblo, New Mexico: a linguistic and ethnolinguistic investigation. Ph.D. Dissertation, Southern Methodist University. 1970, 151 p. (Not available - Dissertation Abstracts International #71-8755).

	Content	Level
An ethnological and brief linguistic description of the Tiwa dialect spoken at Sandia Pueblo. (Taken from abstract of dissertation)	desc	col self

S390. Leap, William L. The language of Isleta, New Mexico. Ph.D. Dissertation, Southern Methodist University. 1970, 249 p. (Not available - Dissertation Abstracts International #71-8763).

	Content	Level
A structural description of the dialect of Southern Tiwa spoken at Isleta. Emphasis is on syntax with references to Tiwa Texts. (Taken from abstract of dissertation)	gram morph lit	col self

	Content	Level
TSIMSHIAN - BILINGUAL		
S391. Boaz, Franz. Tsimshian texts. Johnson Reprints, New York. 1970. (Reprint of U.S. Bureau of American ethnology Bulletin 27, 1902).		
Eighteen stories are presented with free English translation at top of page. Tsimshian text and literal interlineal English translation at bottom of page. Five additional stories are told in English only. The stories were collected in 1894.	lit	self
392. ___________. Tsimshian texts (New series). Haida songs and Tsimshian texts, ed. by John R. Swanton and Franz Boas. New York: AMS Press, [ca. 1975], 190 p. (Reprint of American Ethnological Society, Leyden, 1912, Vol.III.)		
Here is a series of six tales of the Tsimshian people of British Columbia and Alaska. Texts are presented in Tsimshian with free English translation on facing page. The introduction explains the alphabet used. Following the tales is a vocabulary of principal Tsimshian stems.	lit voc	self
TUSCARORA - NOT KNOWN		
393. Williams, Marianne Mithun. A grammar of Tuscarora. New York: Garland Publishing, 1976, 326 p. (Not available--CAIL newsletter, May 1976.)		

TUTUTNI - BILINGUAL

394. Golla, Victor. Tututni (Oregon Athapaskan). International Journal of American Linguistics, Vol. XLII (1976), 217-227.

	Content	Level
Phonemic and grammatical sketch of this West Coast language. Provides a good linguistic introduction to the language, with numerous examples of grammar and vocabulary.	phon gram	col

UPPER TANANA - BILINGUAL

395. Jimerson, Shirley David. Noon dinahtł'aa' (The animal book). Anchorage, Alaska: Alaska Native Education Board, 1975, 20 p.

	Content	Level
Series of brief essays in Upper Tanana about sixteen animals of the Far North. English translation at back of book. Illustrated.	lit	int

396. ___________. Paul łii gaaiy' (Paul's puppies). Anchorage, Alaska: Alaska Native Education Board, 1975, 10 p.

	Content	Level
Story about an Upper Tanana boy and his puppies. Text is in Upper Tanana with English translation at back of book. Illustrated.	lit	prim

Entry	Content	Level
UPPER TANANA - BILINGUAL cont'd		
397. Jimerson, Shirley David and Paul Milanowski. Noon eh łuugn dinahtł'aa' (Animal and fish coloring book). Anchorage, Alaska: Alaska Native Education Board, 1975, 28 p.		
Introduction to words for various fish and animals.	voc	prim
398. Milanowski, Paul and Shirley D. Jimerson. Nee'aandeegn' (Upper Tanana dictionary). Anchorage, Alaska: Alaska Native Education Board, 1975, 101 p.		
Upper Tanana-English, English-Upper Tanana dictionary designed for elementary school children. Contains approximately 1000 words.	voc	self prim
The River Times.		
See under KOYUKON.		
UPPER TANANA - MONOLINGUAL, UPPER TANANA		
399. Jimerson, Shirley David and the staff of the Alaska Bilingual Education Center. Upper Tanana oral language units I-VI. Anchorage, Alaska: Alaska Native Education Board, 1975. (Not available.)		
400. Jimerson, Shirley David and Paul Milanowski. Number and color book. Anchorage, Alaska: Alaska Native Education Board, 1975, 16 p.		
Each page presents a number from one to ten or a color. Color pages provide space for illustration, numbers are illustrated.	voc	prim

Content Level

WASHO - BILINGUAL

S401. Dangberg, Grace. Washo tales. Nevada State Museum, Carson City 1968, 103 p. (Reprint of University of California Publications in American Archaeology and Ethnology, Vol. 22, No. 3, 1927).

	Content	Level
Three tales are presented with Washo and English versions on facing pages. Sentences are numbered and English translation is literal. Stories were collected in 1917. Introduction explains alphabet used for Washo transcription.	lit	self

WICHITA - BILINGUAL

402. Rood, David S. Wichita grammar. Graland studies in American Indian linguistics. New York: Garland Publishing, Inc., 1976, 310 p.

	Content	Level
Grammatical, phonological and syntactic description of this Caddoan language spoken in central Oklahoma. Final chapter presents a Wichita text with free English translation and morphological breakdown and analysis. This is followed by a Wichita-English/English-Wichita morpheme index.	gram lit voc	col self

WICHITA - MONOLINGUAL, ENGLISH

403. Rood, David S. The implications of Wichita phonology. Language, Vol.LI No.2 (1975), 315-337.

	Content	Level
A detailed and technical presentation of Wichita phonology. Few examples of the Wichita language are given, and this article will only be of minimal use to non-linguists.	phon	col

YAVAPAI - BILINGUAL

	Content	Level
404. Kendall, Martha B. Selected problems in Yavapai syntax. Garland studies in American Indian linguistics. New York: Garland Publishing Inc., 1976, 247 p.		
Linguistic study of grammar of this Yuman language of Arizona.	gram syn	col self

YOKUTS - BILINGUAL

	Content	Level
S405. Collord, Thomas Lee. Yokuts grammar: Chuckchansi. Ph.D. Dissertation, University of California, Berkeley. 1968, 126 p. (Not available - Dissertation Abstracts #68-13,895).		
Linguistic description of this Penutian language of Central California. Includes emphasis on phonology and grammar. (Taken from abstract of dissertation)	phon gram	col self

YUCHI - BILINGUAL

	Content	Level
406. Wagner, Gunter. Yuchi tales. New York: AMS, [1975], 357 p. (Reprint of American Ethnological Society, New York, 1931, Vol. XIII.)		
Fifty-four stories and seventeen personal reminiscences are presented. The first four are given in Yuchi with exact English interlineal translation, with free English translation on facing page and grammatical analysis of text included. The rest of the tales are presented in Yuchi, followed by exact English translation, followed by free translation. The Preface describes the alphabet used to transcribe the language.	lit gram	self

Content Level

YUMAN see COCOPA

YUPIK - BILINGUAL

407. Bethel School. Kalikaq yugnek. Bethel, Alaska: Bethel Regional High school, 1975, 115 p.

Third issue of a magazine about traditional Yupik crafts, stories, etc. Majority of text is in English, with some articles in Yupik. Illustrated. lit adv self

ZUNI - BILINGUAL

408. Bunzel, Ruth L. Zuni texts. New York: AMS Press, [ca. 1975], 285 p. (Reprint of American Ethnological Society, New York, 1933, Vol.XV.)

Forty ethnological texts and Zuni tales are presented here, with Zuni text at top of page and relatively free English translation at the bottom. Foreward describes briefly the alphabet used to record the Zuni language. lit self

GENERAL LANGUAGE

409. Fidelholtz, James L., ed. Conference on American Indian languages clearinghouse (CAILC) Newsletter. Arlington, Virginia: Center for Applied Linguistics, 1975-1976.

Newsletter reporting on conferences, projects, and publications dealing with American Indian and Eskimo languages. Each issue contains reviews of publications, both linguistic and educational. bibl self

GENERAL LANGUAGE cont'd

	Content	Level
410. Martin, Jeanette H.P. A survey of the current study and teaching of North American Indian languages in the United States and Canada. Arlington, Virginia: Center for Applied Linguistics ERIC Clearinghouse on Languages and Linguistics, 1975, 90 p.		
Overview of study of North American native languages, and discussion of current trends. Appendices include lists of American Indian language courses at 101 colleges, materials useful for study of these languages, and persons making significant contributions in this field.	bibl theor	col self
411. Murdock, George P. and Timothy J. O'Leary. Ethnographic bibliography of North America. New Haven: Human Relations Area Files Press, 1975, 5 Vols.		
Enormous bibliography covering linguistic as well as ethnographic and archaeologic monographs and articles on all native peoples of North America. Multiple entries are given for items which have been reprinted. Fugitive material not covered. Not annotated.	bibl	self col

APPENDIX

FULL ADDRESSES OF PUBLISHING PROJECTS

Alaska Native Education Board
4570 International Airport Rd.
Anchorage, Alaska

Alaska Native Language Center/CNER
University of Alaska
Fairbanks, Alaska

Alaska State-Operated School System
650 International Airport Rd.
Anchorage, Alaska

Barrow School Inupiat Program
North Slope Borough School District
Box 307
Barrow, Alaska

Center for Applied Linguistics
1611 N. Kent St.
Arlington, Virginia

Center for In-Service Education
Box 754
Loveland, Colorado

Centre d'Elaboration des Programmes La Macaza/Ecowi
Co. de Labelle, Quebec

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
#17, 1611 N. Kent St.
Arlington, Virginia.

Garland Publishing
545 Madison Ave.
New York, New York 10022

Indian Education Department
Indian School District 709
Lake Ave. and Second St.
Duluth, Minnesota

Inuit Taprisat of Canada
222 Somerset Street West
Ottawa, Ontario

Manitou Community College
P.O. Box 30
Ecowi, Labelle, Quebec

Mary College Indian Languages Program
Mary College
Apple Creek Rd.
Bismark, North Dakota

Mary College Title III Linguistic Program
Mary College
Apple Creek Rd.
Bismark, North Dakota

Native American Materials Development Center
407 Rio Grande Blvd. N.W.
Albuquerque, New Mexico

Native Language Office, Lakehead D.O.
Department of Indian Affairs and Northern Development
200 S. Syndicate Ave.
Thunder Bay, Ontario

Nome Agency Bilingual Education Resource Center
Box 1108
Nome, Alaska

North Slope Borough School District
Box 169
Barrow, Alaska

Red School House Graphics
643 Virginia Street
St. Paul, Minnesota

Research and Educational Planning Center
College of Education
University of Nevada
Reno, Nevada

The River Times
Fairbanks Native Association
Fairbanks Native Center
Fairbanks, Alaska

Rock Point Bilingual Educational Project--Title VII
Rock Point Community School
Chinle, Arizona

San Juan School District Indian Education Curriculum Center
Box 804
Blanding, Utah

Sanostee-Toadlena Title VII Project
Navajo Area Office of the Bureau of Indian Affairs
Albuquerque, New Mexico

The Saskatchewan Indian
1114 Central Ave.
Prince Albert, Saskatchewan

Siberian Yupik Resource Center
Bureau of Indian Affairs
Box 1108
Nome, Alaska

Thunderbird Press
P.O. Box 129
La Macaza
Co. Labelle, Québec

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